



Ideas • Opportunities • Solutions

**THE GOVERNOR'S SUMMIT
ON YOUTH MIGRATION**

RECORD OF PROCEEDINGS:

**Session Discussions and Recommendations,
Final Priority Recommendations from Participants**

**June 19, 2004
Wells Commons
University of Maine
Orono, ME**

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REALIZE!™ Maine Planning Committee
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INTRODUCTION

REALIZE!™ Maine is an initiative that originated from Governor John Baldacci's inaugural address in which he noted Maine's changing demographics and made a commitment to explore what could be done to make Maine a viable, preferred option for more young adults. The initiative aimed to bring young people together to generate ideas, realize opportunities, and achieve sustainable solutions for vibrant communities, quality of life, and the economy of Maine.

The REALIZE!™ Maine initiative was consciously designed to maximize input (challenges, experiences, solutions) from 20-34 year olds – and to maximize their engagement in the long-term change required to make Maine a viable, preferred option for them. Of the many government and private initiatives in the US and abroad that focused on youth out-migration, Governor Baldacci's initiative is the first to involve young adults so thoroughly.

Beginning in December 2003, over fifty volunteers from every professional sector contributed countless hours and energy to planning the Summit portion of REALIZE!™ Maine. The day-long gathering was envisioned as the first step with local and regional action strongly encouraged by the state organizers. Approximately 300 people gathered at Wells Commons at the University of Maine on Saturday June 19th, 2004. The majority of the participants were young adults, 20-34 years of age, who represented the diverse geographic, professional, and ethnic/racial complexion of Maine. In addition, participants included a number of Maine natives residing in states such as NH, VT, CT, PA, NY, IN, MD, FL, and CA. Also in attendance were older adults whose vested interest as business leaders, economic developers and town managers lay in attracting more young adults to their region.

Because the facility capacity limited the number of young adults who could attend, the planning committee organized a “virtual Summit” using the State of Maine's web technology. On June 19, citizens were invited to log onto the REALIZE!™ Maine website and participate in discussions that focused on the same questions posed to the young adults in Wells Commons. These virtual conversations were hosted by reporters and staff members from the *Lewiston Sun Journal*, the *Bangor Daily News*, and television news at WLBZ-2. Participants who logged in were not only current Maine residents but also former residents now living in Michigan, Australia, and other parts of the US. Results from the first-ever virtual Summit, held simultaneously to the Summit in Orono, are reflected here.

Using a participant-driven process known as Open Space Technology, the Orono group convened from 8am to 5pm to generate ideas and solutions around three main Lenses:

- (1) what conditions are needed for young adults to prepare for and find meaningful employment or start a business, and make a comfortable living;
- (2) what can be done to encourage young adults to remain in Maine while still advancing their career paths, skills, or growing their business; and
- (3) what conditions are needed for young adults to realize their goals for a high quality of life while also becoming involved in the community life of Maine.

Each Summit participant chose one of the three as a main focus for the day. Then the participants in each Lens created a unique agenda for the day based on their personal interests and passions about the Lens question. The dominant ground rule directed them to learn from and to contribute actively to the discussions.

A total of three 1-hr sessions were held in each Lens during the day. Within each broad theme (Lens 1, 2, 3) there were at least five sub groups, making for a total of 15 workshops at any one time. A sampling of the discussion topics included: entrepreneurship, availability of fundamental jobs, higher education, small business, and housing. Each discussion table was equipped with a laptop to record the proceedings. Participants were asked to direct their generated solutions in terms of a state, regional or local recommendation.

The last session in each Lens was devoted to identifying the highest priorities for short-term (six months) state level action from amongst the many recommendations emerging from the work. The high priority recommendations should not be construed as being more important than others but rather as those about which each group felt most strongly given the selection guidance (state level, six months, priority). Participants were directed to “not wait” to act on local and regional recommendations but to serve as catalysts for community action at those levels. A table of the state, regional, and local recommendations is an appendix to this document. Non-specific recommendations are not presented in the table, but can be found in the recorded proceedings.

HOW TO VIEW THIS DOCUMENT

This document is *the record of the proceedings* and contains both discussions notes as well as recommendations from workshop participants. Discussion notes do not represent the views of a particular group, but do reflect individual opinions of participants. Thus, the findings may contain opposing views within one discussion. The priority recommendations represent those items receiving the most votes by participants within each particular Lens; they are not the product of consensus nor were they expressly endorsed by the Summit participants as a group. They may not reflect the views of each individual present.

NEXT STEPS

During Summer 2004, REALIZE!™ Maine planners will convene action-oriented teams. Membership will be drawn from Summit participants who, on June 19, were given the opportunity to sign-up for continued involvement. Additional State and community leaders who could not be present that day will also be involved. Together, the action teams will assess fully the priority recommendations, refine them, and plan follow-up steps. The team will also forward priorities for consideration by the Governor’s Office and other state or local policy makers, as well as issue a call for dialogue and action by citizens at the local and regional levels. REALIZE!™ Maine participants and planners will also work to collaborate with the Legislature and the newly created Future for Youth in Maine State Work Action Tactics Team (“S.W.A.T. team”), among many other complementary efforts.

The proceedings of June 19th marked only the beginning of REALIZE!™ Maine. The trends we seek to reverse will not change immediately. Every forward step towards the goal will increase the momentum and movement to realize action in a number of the critical areas that have been identified. We encourage you to join the effort; stay engaged and involved. For more information, updates, and opportunities to be involved, visit realizemaine.org, and add yourself to the listserv. You may contact the initiative planners by email at realize.maine@maine.gov.

COMMON THEMES

The pages that follow contain hundreds of specific recommendations for action as well as a much smaller subset of recommendations that received the most votes as priorities within each Lens. However, the broad themes that emerged across all of the Lenses are equally significant, and help to organize and make sense of the many granular suggestions. While specific issues and policies may change and their perceived priority may fluctuate over time, these fundamental themes will likely prove invaluable in helping to guide long-term strategy, policy, and action to retain and attract young adults to Maine.

Prior to the Summit, the popular reply “jobs!” echoed in almost every response to questions about Maine’s retention and attraction of young adults. Even among the Summit planners, the strongest wager was that the first two Lenses (meaningful employment and career/skill advancement) would be the ones most likely to draw the greatest interest among the participants. Much to everyone’s surprise, the Orono Summit on June 19, 2004 saw the greatest number of participants clustered around Lens 3 (involvement in community life), followed by a healthy-sized Lens 1, and a modestly sized Lens 2.

Although the participants chose different Lenses through which to approach the issue, all three areas surfaced very similar themes. By the end of the day, Summit participants certainly were concerned with viable business and career options as issues of critical concern, but these concerns are embedded among a number of interlocking concerns about the social, educational, cultural, recreational, political, and civic environment in Maine in which those businesses and careers can flourish. Nine common themes cut across all recommendations: (1) Higher Education; (2) Business/ Entrepreneurship; (3) Jobs/Networking; (4) Loan Forgiveness/ College Aid; (5) Housing/ Space; (6) Health Care; (7) Telecommuting/ Distance Learning & Working; (8) Taxes; and (9) Community Involvement.

(1) Higher Education

The strongest message here concerned graduate degrees, particularly the need for Maine to increase the number and specialties available through higher educational institutions.

Participants in Lens 1 and 2 indicated a need for better and more aggressive marketing of Maine schools and programs: “In the case of UMaine, we’ve got a great engineering program and a National Championship hockey team; it is time to capitalize on those facts and emerge as a powerhouse state University, or at least within the New England Region” (Lens 1, Table B, Round 2).

A variation of the higher education issue related to the perceptions associated with attending school out of state. Lens 3 indicated that attending school out-of-state carried with it a more prestigious connotation, while Lens 1 noted a “huge stigma” for students who chose to attend in-state colleges. Reinforcing the earlier marketing recommendation, Lens 1 agreed that the perception of Maine schools as being lower in quality needed to change.

(2) Business/ Entrepreneurship

Increased business development/attraction and encouragement of entrepreneurship were the resounding themes among the lenses. Lens 1 specifically recommended that there be courses on entrepreneurship in higher education so that specific skills may be taught and a culture of entrepreneurship created. They also suggested that the new businesses could be better promoted if local news/media outlets featured them, and if businesses held job fairs/open houses at their place of business.

A high priority recommendation from this Lens focused on promoting Maine (“Made in Maine”) as a brand for Maine products. This idea involved putting a face on Maine products, such as listing a specific town, producer, farmer, fisherman, etc. The program “GetReal GetMaine” was used as an example of promoting a specific economic sector. Priority was given to a recommendation that Maine expand this approach to promoting other businesses and products (D.3.11).

Lens 2 supported the idea that there needed to be more awareness: “Maine has a terrible reputation as a place to do business, but the reality is that we are competitive: we just need to get this message out” (Lens 2, Table D, Round 1).

Access to resources by those starting up a business was also another issue. Lens 2’s priority recommendation focused on the challenge of finding resources and the need for creating a one-stop location to get information. The proposal also called for co-locating business services with the program resources (2C.1.1). Underlying much of the discussion was a feeling that the resources and supports might exist but they are not readily apparent. Similarly, Lens 1 recommended that there be stronger online resources (less duplication) and that there be people to act as “tour guides” of those resources for entrepreneurs. An example cited was an idea to link the Service Corp of Retired Executives (SCORE) with government resource experts. The first two Lenses also indicated a need for organization and networking among business leaders, entrepreneurs, Chamber of Commerce, and groups such as Rotaries.

The link between a vibrant, thriving business community, city planning or strategic planning, and the creative economy (especially in rural areas) was the focus of another set of top priorities.

Lens 3 had two priority recommendations in this arena. One recommendation called for better city development and more strategic planning as alternatives to sprawl and construction of “big box” shopping centers (3C.3.2). The aim would be to revitalize downtrodden community recreation facilities so that residents have places to connect during all four seasons. Reusing existing structures and redesigning downtown areas to allow not only more bicycle and pedestrian use but also access to small businesses that foster social connections (coffee shops, bookstores, etc.). Creating a business district devoted to local entrepreneurs and opportunities for them to share resources was an aspect of the planning discussion. The second priority recommendation centered on the inclusion of arts and culture in economic development strategies. The underlying idea was that by having businesses and organizations promote local art, people would be more likely to visit more of the downtown area. Bangor’s renewed focus on the waterfront through the Folk Festival and Shakespeare on the River was cited as examples (3C.1.12).

(3) Jobs/Networking

The most prominent recommendations for this area regarded internships at both the college and high school levels, stronger connections between higher education and the business community, plus opportunities for students approaching graduation to network with potential employers. As one of the participants in the online discussions noted: “At [a] job fair I interviewed numerous human resource managers saying that many students just do not have the experience needed for many of today’s entry-level jobs...The state and its two public university systems should try to organize a statewide internship program to help bring students and businesses together.”

All three Lenses said that there should be more internships and that they should be funded programs. Lens 1 suggested that the chambers of commerce should organize them. In terms of networking, Lens 1 felt that businesses do not take advantage of local, educated students, and that there should be more relationship-building between the colleges and businesses. Specific emphasis was placed on mentoring programs using college alumni as undergraduate mentors, and the creation of an online database of employers that would match them with students/alumni looking for professional opportunities. These two ideas were given the status of priority recommendations within Lens 1 (B.1.5) & (B.1.2).

Lens 2 shared a similar notion in one of their top priority recommendations (2A.2.2). Their idea took the form of a state portal, not only students and mentors, but also for people looking to access business information or wanting information about town meetings—a virtual marketplace or information source about all facets of community activity. Lens 3 also took a more community-oriented view of the networking and suggested that art organizations should learn to network more, while more physical places needed to be created for young adults to congregate and network. Community bulletin boards and other local online message boards about government involvement were also among the recommendations for Lens 3.

Lastly, Lens 1 and 3 echoed the need for pay increases, with the former advocating higher paying jobs with benefits and the latter recommending an increase in minimum wage. Both Lens 1 and 2 stressed staying in contact with former Maine residents and using them as a resource pool for networking and for jobs.

(4) Loan Forgiveness/ College Aid

Recommendations associated with this theme are probably the most concise and straightforward. All three Lenses advocated more loan forgiveness /repayment programs for people who choose to stay in Maine after finishing college. As the Lens 1 priority recommendation #1 points out, offering more loan forgiveness would also be a draw for those who went out of state for a job and are looking to return (A.1.7). Furthering this idea, Lens 3 specifically asked that the forgiveness programs available for teachers be expanded for other industries.

Lens 1 and 2 also recommended that there be more tuition assistance / scholarships for those who are entering college. Lastly, school loan tax break programs and education subsidies were specific to Lens 2, while Lens 1 recommended that there be more, statewide education about college financing options.

(5) Housing/ Space

All three Lenses mentioned low-cost/ affordable building developments. Lens 1 and 3 specifically had in mind residential housing, while Lens 2 directed their recommendation for low cost business space. Lens 1 said that the building of more homes and apartments should be encouraged and Lens 2 advocated a program specifically for “Young Housing.” It should be noted that Lens 1 made a distinction in their discussion of housing (“housing that is affordable,” not “affordable housing;” see Lens 1, Table E, Round 1). Lens 3 offered additional recommendations which included: expanding Pine Tree Zones to encompass affordable housing; MSHA support for second-time home buyers; and more communication about housing programs.

(6) Health Care

Lens 1 acknowledged that health care as an industry is growing rapidly in Maine, and that the scientific/ medical community should expand its focus on more research and development. Lens 2 offered strong views on the cost of worker’s compensation, and Lens 3’s unique contribution to the discussion was that there should be more advertising of the state insurance programs that are available.

Health care and health related issues are mentioned in all of the Lenses, yet there is not one statement in common among them. The most consistency exists between the latter two Lenses. For example, Lenses 2 and 3 both allude to the importance of preventative health as measure in avoiding hospitals. They also have similar recommendations in regard to health care expenses: (a) that individuals, not insurance companies or employers should negotiate their own health care (Lens 2, Round 1, Group B & 3A.2.8); and that (b) there needs to be some sort of affordable/ universal health care system (2D.1.2 & priority recommendation 3A.2.1). Though it is unclear what is meant in Lens 1 by creating flagship health services (Lens 1, Table E, Round 3), a connection could be made to Lens 2 when it mentions the creation of ‘community medicine’ in response to high health care costs (Lens 2, Round 1, Group B).

(7) Telecommuting/ Distance Learning & Working

Similar to the theme of loan forgiveness, the topic of distance learning and working had strong consensus among the lenses. All three agreed that distance education needs to be a priority for undergraduate and graduate courses (Lens 1), as a way for people to stay in Maine while getting an education from another state (Lens 2), and as a way to bring higher education to rural areas (Lens 3). Lens 2 and 3 also stressed the importance of telecommuting as a way for people to work at home and so that businesses can relocate to rural areas.

(8) Taxes

Taxes are mentioned throughout each Lens and, with the exception of a couple sections in Lens 3 (the priority recommendation on universal health care and the mention of a possible “second home” tax), all of the Lenses agreed that taxes need to be lowered/reduced. Lenses 1 and 3 both agree that there should be a tax break for renters and first time home buyers. Although there are varying views on the merit of tax incentives for businesses, Lens 1 and 2 frequently spoke of reducing/eliminating particular taxes and regulations for businesses and to allow for more economic growth.

Providing tax incentives on capital investments and lowering corporate taxes by using a tiered system so that small businesses would pay lower taxes was a priority recommendation from Lens 1 on how to attract new businesses (C.1.2). Lens 2's contention, their priority recommendation, was that state business regulations need to be cut back and funds tied to business incentive programs should be reduced so that business owners could retain more money for expansion (2B.2.8).

Lens 3 proposed the most tax breaks with the broadest range of topics: breaks for building renovations, those who join a fitness club, breaks to preserve working landscapes like fishing, farming and forestry, incentives for businesses that offer housing incentives, write-offs for participating in community supported agriculture, incentives for energy efficient vehicles, and incentives for renewable energy. However, only one became a priority recommendation.

Lens 3 gave top priority to a proposal for state-funded internship programs that would also give tax breaks to those businesses that hire from the internship programs. The proposal is viewed as a way to encourage more young adults to stay in or return to Maine (3E.1.12).

(9) Community Involvement

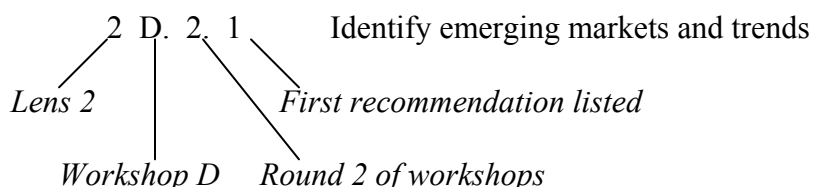
Developing and creating a sense of community is repeated in all of the Lenses. Each offers a slightly different view, but it is one of the most common discussions.

Lens 1 acknowledged the importance family and creating a sense of community; Lens 2 recommended local efforts to maintain year-round sense of community and activity in areas that rely on seasonal business; and Lens 3's sense of community is reflected in their varied recommendations on everything from community gardens to the arts; from civic participation and participation in local government to the revitalization of town meetings. Surprisingly, Lens 1 and 3 echo nearly the same two points about connections to community. Lens 1 recommended some form of community service/shadowing as a high school graduation requirement. Lens 3 also endorsed the idea of mandatory community service or service-learning at the high school level. This priority recommendation from Lens 3 (3E.2.5) emphasized community service/civic engagement as a way for students to involve themselves with their community before they pursuing college, so that they "develop the habit" of community participation. Both of Lens 1 and 3 also acknowledged that more needed to be done to connect local colleges and universities with the nearby community.

INDEX OF RECOMMENDATIONS WITH STATE, REGIONAL, OR LOCAL ACTION DESIGNATION

Participants were directed to determine whether action on recommendations they were making would best handled at a local, regional or statewide level. The following table is a compilation only of the recommendations that were assigned to local, regional, or state. Recommendations without designations do not appear here but are contained in the transcription of discussion notes that follow.

Each recommendation has been given a reference code for this document. The reference code indicates which lens, workshop, hour block (called “rounds” meaning what round of workshops), and recommendation. As an example, the following item appears in the table and the related discussion notes would be found using the code:



Note: Lens 1 recommendations are not preceded by a number. Also, the language of recommendations sometimes pre-supposes the reader is aware of the discussion notes. When the reader is unclear about meaning, those notes should be consulted in order gain the context.

<i>Lens 1: What conditions are needed for young adults to prepare for and find meaningful employment or start a business, and make a comfortable living?</i>				
State	Regional	Local	Ref #	Lens Topic for Recommendation
<i>K -12 Education and Opportunities</i>				
x			A.1.4	Learning results placed based
x			A.1.5	Bus/Sectors mentor local schools to keep students in Maine
x			A.1.7	Loans that offer incentives to stay in Maine (loan forgiveness)
x	x	x	A.1.9	Mentoring offered at all grades, Relationship at all levels
x	x	x	A.1.10	Provide training for self-employment, starting your own business
		x	A.1.11	Get business to offer partnerships to students 6-12
x			A.1.12	State incentives to hire mentors for high school students
x		x	A.1.13	Community Service/Shadow be a requirement for graduation
x			A.1.14	Making it a priority to provide information technology in all education curriculum
x		x	A.1.15	Laptops to 6 th grade and up. When you graduate you keep it.
x			A.1.16	Local schools need to recruit money and support for local schools

State	Regional	Local	Ref #	Lens Topic for Recommendation
Higher Ed and Community and Business				
x			A.1.17	Public schools need to rethink day's schedules/ structure of a school day. Alternative education and credit.
x		x	B.1.6	Create paying internships (provide housing) to expand knowledge base of opportunities www.maineinternships.com
	x	x	B.1.8	Promote community involvement of students through direct service and service-learning
Entrepreneurship				
x			C.1.1	Information: Tour guides of resources for entrepreneurs (i.e., combining Service Corp of Retired Execs (SCORE) with government resource experts Stronger online resources with less duplication
x			C1.1	Information: Stronger online resources with less duplication
x			C.1.1	Information: Opportunities facilitating networking among entrepreneurs
x			C.1.2	Attract new businesses: Tax incentives on capital investments
x			C.1.2	Attract new businesses: Lower corporate taxes using a tiered system such that small business pay lower taxes
x			C.1.3	Marketing of businesses, culture: Link best practices
x			C.1.3	Promote entrepreneurial culture: Focus k-12 education to promote life skills conducive to entrepreneurial skills; increase number of internships and get out of state Mainers to work on summer breaks, etc; Education of companies as to how to better utilize interns; Create a community that retains human capital by increasing local government / entrepreneur relationships, and using city planning to support entrepreneurship... allow businesses to drive it.
Availability of fundamental jobs				
x			D.1.1	Promote business development throughout the state
x			D.1.2	Be open-minded to business growth to those who want to invest in our state
	x		D.1.3	Bring business leaders together and identify future business needs and opportunities for growth
	x		D.1.4	Identify unique needs of region in state to keep a balance (diversity) of different sectors of employment
x			D.1.5	Bolster educational opportunities to meet the needs of our future job market
		x	D.1.6	Be more tax friendly and be creative with incentives
x			D.1.7	Promote jobs that are available

State	Regional	Local	Ref #	Lens Topic for Recommendation
<i>Availability of fundamental jobs (continued)</i>				
x			D.1.8	Promote Maine's intellectual capital (encourage more partnerships and "build relationships" with businesses and universities)
x			D.1.9	Encourage more-on-the job training
		x	D.1.10	Promote jobs in specific areas
x		x	D.1.11	State and local government should encourage employment of youth
x			D.1.12	Rewarding competence of young people with degrees versus someone in state system without degree (campaign)
x			D.1.14	Promote cultural diversity
x			D.1.15	Export Portland's cultural diversity to other parts of the state encourage the artists to do this
x		x	D.1.16	Help build trade groups regionally or statewide
<i>Quality of Life & Environment</i>				
x			E.1.2	Create "housing that is affordable" not "affordable housing"; when developing (housing or business), focus on increasing foot traffic by having shops within walking distance so people don't have to drive. For new developments, have developers responsible for also infrastructure (like streets, schools, etc.) that are needed to support the community. Maybe have the state provide a template of guidelines to use for community development
<i>High School Transition</i>				
		x	A.2.1	Emphasize all options (Community, JMG, College)
x	x	x	A.2.2	Develop a comprehensive program that prepares student/family for plans – (IE. Workshop, curriculum)
x			A.2.3	Align career interests/economic development with ME's future
		x	A.2.4	Partner with college admission directors & officers to educate community
		x	A.2.5	Early discussion and more and more discussion; of what is available
x		x	A.2.6	Early college – experiences for HS students in Community College
<i>Quality, Accessibility, and Affordability of Higher Education in Maine</i>				
x			B.2.13	Distance Education needs to be the responsibility state – it needs to be autonomous in some way

State	Regional	Local	Ref #	Lens Topic for Recommendation
<i>Linking business and education</i>				
	x	x	C.2.1	Targeting appropriate high school students
x			C.2.2	Transition from college to business: Setting up university programs to employ people in the industries the state is promoting; Getting groups of small businesses to recruit together at major Maine colleges; Website for college grads jobs only, also internships for them; Setting up internships over summers, establish relationships that last after education; Re-look career options, career training, accessing community colleges, business services
<i>Affordability of living Maine</i>				
	x	x	B.3.1	Encourage more home/apartment building (but must be controlled)
		x	B.3.2	Enhanced public transportation options (parking lots combined with bus/light rail)
x	x		B.3.3	Infrastructure built up to accommodate
		x	B.3.4.	Revised homestead exemption to increase in proportion to overall property tax
x			B.3.5	Support for individuals who want to build homes
x			B.3.6	Lower the bar for renter's reimbursement tax benefits (Vermont does this)
x	x	x	B.3.7	Focus on bringing higher paying jobs to state with benefits
x	x	x	B.3.8	Lower cost of doing business yields higher pay for employees
<i>Lens 2 Focus Question: "What can be done to encourage young adults to remain in Maine while still advancing their career paths, skills, or growing their business?"</i>				
<i>Higher Education</i>				
x			2A.1.1	Tax Incentives for all levels of Education
x			2A.1.2	Education Subsidies
x			2A.1.3	More in-depth programs in the Majors
x	x		2A.1.4	Create more education cluster and paid training: look at Maine High Tech Patriot model – Maine Air National Guard @ S. Portland
x			2A.1.5	Create Corporate Mentor Programs
x			2A.1.6	Innovation of graduate programs- Survey of Programs offered by UMS in the state and more aggressive marketing on what we have (even to out-of-staters) – based on the results. Identify strengths and weaknesses – identify areas of competitive advantage
x			2A.1.8	More preparation for higher education in high school for all people
x			2A.1.9	Establish more curriculum depth
x			2A.1.10	More outreach to people with disabilities

State	Regional	Local	Ref #	Lens Topic for Recommendation
<i>Small Business</i>				
x			2C.1.1	Consolidate many of the resources the state and other agencies currently have to allow the small business owner to have a one-stop location to get information about how they can start-up their business
x			2C.1.1	Business services for a company starting up
x		x	2C.1.1	Business start-up co-op: Attorney and accountant providing services (bundled); what is fee structure?; business counseling
x			2C.1.2	Top Priority: Simplification of Resources
x		x	2C.1.3	Reach out campaign, community marketing
x		x	2C.1.4	Consolidation of Resources – what is out there, Community Awareness
x			2C.1.5	Small Business Co-Ops by Business Sectors
<i>Year-Round Economy</i>				
x	x	x	2D.1.1	State could spend more money on business attraction. Balance image and message with the tourist effort.
x			2D.1.2	Have affordable health insurance that isn't tied to a specific job or industry
x	x	x	2D.1.4	Need to build small businesses that can operate in this environment (telecommuting). Need to identify the businesses and industry that can do this type of work.
x			2D.1.6	Train people to telecommute. We have lots of distance education in this state, but much is elementary level, need higher-level and college-level to bring opportunities to smaller places. Train people to supervise telecommuters also. University of Maine can help with this. It has to be convenient, lifelong learning because otherwise people won't drive an hour for it.
x			2D.1.7	Since distance education works on economies of scale, it might be difficult to meet niche needs. Distance education needs to go into homes and businesses, not just university to university. State effort, state funding, university and community college stakeholding.
		x	2D.1.8	Local efforts to maintain year-round sense of community and activity.

State	Regional	Local	Ref #	Lens Topic for Recommendation
Networking Opportunities				
x			2A.2.1	Promote training opportunities: i.e. Department of Agriculture has foreign language training to LSAT training; Who would think to go to that department?; SOLUTION: Portal for information.
			2A.2.2	Portal: <ul style="list-style-type: none"> • Team of students and mentors to build a portal for users • The team can build website with more usability for the end user • Marketing, IT, database management to build comprehensive solution for state • Must keep it manageable, what is initial focus? <ul style="list-style-type: none"> ▪ Small business? ▪ Transaction based systems • Could businesses invest in the program? <ul style="list-style-type: none"> ▪ MTI involvement? • Smart searches for the site • Town Meetings • Towns could have sites hosted? Problem: How many people are connected to the internet? Connectivity is a big issue, high speed.
x			2A.2.5	Individual: Grant opportunities for paying or non-paying positions, Need awareness of business resources
		x	2A.2.6	Organization among Chambers of Commerce and Rotaries
Business Climate/Cost of doing business is too high				
x			2B.2.1	Consolidation of agencies: single point of entry for businesses
x			2B.2.8	Get the state out of the way, take money from “incentive” programs and give it back to businesses so they can expand
x			2B.2.10	DHS puts employers to work doing collection for them: Have state reimburse employers
x			2B.2.14	Too many people living off the state, costing the working class more and more: Look at these programs, make sure they are working – more regulation and accountability on state programs, not businesses.
Transportation Concerns				
	x		2C.2.2	Increase reliable high quality Regional Shuttles (includes IT capabilities, able to do work while driving)

State	Regional	Local	Ref #	Lens Topic for Recommendation
Existing Resources – > New Markets				
x	x		2D.2.1	Identify emerging markets and trends (regional, nationwide, even worldwide)
x			2D.2.2	Be especially selective for those that could capitalize on Maine’s image (Outdoors, Natural, High Quality). Products based on that image (e.g., Old Town Canoe, LL Bean, Tom’s of Maine) have been proven successful in the broader, national market.
x			2D.2.3	Target business/tax incentives to those markets
x			2D.2.4	Identify regions in Maine that could viably support (with a little help) those new markets – and enhance that region to do so
x			2D.2.5	Environmental Sustainability Technology – Maine as a center for that industry. This could potentially use Loring, among other areas
x			2D.2.6	Encourage out-of-state businesses to host executive training programs—with associated family activities—in Maine.
	x		2D.2.7	High-volume organic farming – market is expanding nationwide. Maine has some really good models (e.g. Wolfe’s Neck). Although limited by growing season, Maine can master/apply/create technology and export that technology and/or training (in addition to products themselves). Maine can also pursue innovation
	x		2D.2.8	Home schooling products and services – UMaine education department could get involved. Online marketing would greatly leverage.
	x		2D.2.9	Ecotourism – 2-6 week programs that combine environmental education and tourism.
x		x	2D.2.10	Biodiesel – currently ineffective in cold weather. Maine could focus on developing technology to adapt biodiesel to cold.
x		x	2D.2.10	Compost – made from salmon/blueberry/etc. waste. This is already being done in Maine—could expand or enhance market.
x		x	2D.2.10	Other “Waste” – actively explore alternative uses of industrial waste
x		x	2D.2.10	State government incentives to encourage non-profits to locate in Maine. For example, discounted/free leasing of land could be provided as state match for the non-profit’s existing funding base.

State	Regional	Local	Ref #	Lens Topic for Recommendation
Topic Unidentified				
x			2C.3.1	Leverage Technology: educate (long term benefits); access to...
		x	2C.3.2	Leverage internships / schools to help companies get on internet at lower cost
x			2C.3.3	Business Marketing \$ / prioritize message --quality of life --close community
x		x	2C.3.4	Strengthen/ Grow existing businesses
x			2C.3.5	Target Former Mainer's
x		x	2C.3.6	Clusters of business to offer career paths
x		x	2C.3.7	Invest in 'prepping' regions for business / economic growth --tools to succeed --'urbanize' --infrastructure (facility, etc.) --tax breaks/ incentives
Lens 3 Focus Question: "What conditions are needed for young adults to realize their goals for a high quality of life while also becoming involved in the community life of Maine?"				
Land Use				
x			3B.1.1	Land Bonds
	x		3B.1.4	There is a role for regional planning
x			3B.1.5	The importance of watchdog NGO's – to ensure federal and state regulations are enforced. Promote affordability for individuals in traditional communities.
x			3B.1.12	Traffic calming, green space connectivity – DOT needs to focus more on this area – more trails/walk – bike-ability (Bangor doesn't allow bikes to be ridden downtown!?).
x			3B.1.16	Overall creation/overhaul of state zoning laws – the state needs to help communities create form-based codes and help them cater to their own local needs.
x			3B.1.17	State funds are needed for community spaces – i.e., community gardens, parks.
x			3B.1.20	There is a need for tax incentives for building renovations. How do we structure policy to get people to use decrepit areas with old/existing structures? Also, there needs to be less stringent regulations for those renovations. Education of lenders of the importance of supporting projects with mix-uses. Additionally, the Finance Authority of Maine needs to focus more on refurbishing existing buildings. Examination of state and federal grants.

State	Regional	Local	Ref #	Lens Topic for Recommendation
Arts and culture				
x			3C.1.1	Individual participants in REALIZE!™ Maine conference make a commitment to take peers into arts-related activities; go to four events this year or visit galleries, participate in something arts-related, and discuss the need for philanthropy from youth audiences.
x			3C.1.2	Government funding for arts is absolute necessity in creating and sustaining arts and culture related activities
x			3C.1.3	Government funding for health care for artists
		x	3C.1.4	Make sure local communities and agencies are keyed into what's happening, both from an awareness and funding stance
x			3C.1.5	Establish an initiative that provides technical assistance to help run an arts business
x			3C.1.6	Have an artist in residence program for state
x			3C.1.7	Bring arts into mainstream education
x			3C.1.8	Establish incentive for nonprofits to have education outreach programs
x			3C.1.9	Establish incentive for collegiate system to be part of greater community arts and culture activities
x			3C.1.10	Keep non-censorship as part of Maine Arts Commission mission
x	x	x	3C.1.11	Make part of taxes go to arts funding
		x	3C.1.12	Include arts and culture in economic develop strategies; downtown revitalization includes arts
x	x	x	3C.1.13	Elect people who are passionate about what you are passionate about: Organize artisans in voting
x	x	x	3C.1.14	Create barter system amongst arts organizations
x	x	x	3C.1.15	Institutionalize visual art lending programs that Portland Public Library currently offers
x	x	x	3C.1.16	Make arts more accessible for low income individuals
x			3C.1.17	Include arts and culture in tourism marketing; capitalize on Maine's connection to art world
x	x	x	3C.1.18	More funding for beautification and public art
		x	3C.1.19	Individuals should look into sitting on arts and culture boards of directors; start one if one you want doesn't exist
x	x	x	3C.1.20	Universities should offer business courses for artisans to learn arts administration
x			3C.1.21	Support programs like Women, Work and Community to assist artists in business learning
x		x	3C.1.22	Designate person as arts liaison at a city level; that link can help connect arts people with money people; Maine Municipal Association may be able to help

State	Regional	Local	Ref #	Lens Topic for Recommendation
Arts and culture (continued)				
x		x	3C.1.23	Seek means to initiate a voluntary mandate for boards to include a seat or two for young people, also as a means to cultivate new donors as the population ages
x	x	x	3C.1.24	Arts organizations should network with each other
x	x	x	3C.1.25	Create places for youth to congregate; encourage “coffee shops” for poetry readings and meeting places as part of economic development of communities. Even Bangor doesn’t have this type of business in a successful way.
x	x	x	3C.1.26	Connect arts to overall community involvement
		x	3C.1.27	Connect college community to local community and vice versa, even at high school level and below
Government				
x			3D.1.1	Department of Education ought to put extra effort into civic participation in order to habituate participation in local government
x			3D.1.2	More grant money that support and encourage government involvement.
x			3D.1.3	Revitalize the town meeting campaign. Prepare people for the meetings. A statewide campaign? Could there be state support for transportation to it? Baby sitting? Have agents of the State government, including the Governor come out. Emphasis on young people... Smart marketing.
x		x	3D.1.4	Improve the technology for participation. Local message boards. Participation in town meeting through technology. Effort to connect local and state issues. Clear about how an issues rises from local to state, or descends from state to local.
x			3D.1.5	Get two hours off from work to go vote. Include high schools and colleges so 18-22 year olds vote
x			3D.1.6	Set age group goals for voting. Percentage of young people, all people. “Take your parents to vote” campaign. Increased PR.
	x		3D.1.7	Regional is county level and it’s ineffective. What to do? Some of the local suggestions below will apply at the local level. Communicating/sharing info. Between towns at county level.
	x		3D.1.8	Emphasize, at a regional level, community meetings as a form of entertainment.
		x	3D.1.9	Young community leaders should organize. Reach out... We should get together and figure out what to do.

State	Regional	Local	Ref #	Lens Topic for Recommendation
<i>Government (continued)</i>				
		x	3D.1.10	Get local groups involved in local issues into the schools talking to kids about what they do. Some schools have arts festivals they should have community service days that aren't just about picking up garbage, but are about learning why people are passionate about creating change.
		x	3D.1.10	Teach people how to form your own action group
		x	3D.1.10	Make it cool to talk about politics- get leaders to mingle as leaders more.
		x	3D.1.10	Registration drive in the school. Have students run a registration drive.
		x	3D.1.11	Town listservs saying what's going on in the town and what the local issues are.
		x	3D.1.11	Organize potlucks to get the post college group. Anything "Free."
<i>Education</i>				
x			3E.1.1	More graduate courses, online access to these degrees
x			3E.1.2	Using technology to get higher education to rural areas
x			3E.1.3	Marketing the research, education and projects... let people know.
x			3E.1.4	Create partnerships with universities to increase diversity of students, courses, faculty administration.
x			3E.1.5	Inspire the idea that this is a great place to be
x			3E.1.6	Have the means to bring diversity to the state
x			3E.1.7	Fund loan forgiveness and repayment program
x			3E.1.8	Establish exchange programs ... both study abroad or away... or web based to accommodate non traditional students
x			3E.1.9	State pressure on UMS to increase graduation and retention rates
x			3E.1.10	Alter university mission so the opportunity to be educated, to lead your community after your education is the mindset of more students
x			3E.1.11	Integrate higher education programs with high school, elem. Schools
x			3E.1.12	Fund internship programs, then give tax breaks to biz who hire from those programs.
x			3E.1.13	Encourage entrepreneurship
x			3E.1.14	Peer outreach programs – college students appearing in local schools
x			3E.1.15	Statewide zero tolerance of discrimination w/ accountability at all levels
x			3E.1.16	Healthcare system specific for state educators

State	Regional	Local	Ref #	Lens Topic for Recommendation
<i>Health/Healthy Living</i>				
x			3A.2.1	Universal healthcare (group says, “okay to raise taxes!”)
x			3A.2.2	Internet Connection
x			3A.2.3	Better promotion of what we do have
	x		3A.2.4	Traveling health clinics, giving access of services in communities without
		x	3A.2.5	Partnerships with schools and local farmers
		x	3A.2.6	Set up community gardens
x			3A.2.7	Stop exporting resources that we also import, such as potatoes
x			3A.2.8	Insurance companies and individuals negotiate healthcare
		x	3A.2.9	Encourage local policy for healthy living
		x	3A.2.10	Reexamine school based health clinics and food served in schools
x		x	3A.2.11	Encourage state and local government to develop infrastructure that is conducive for pedestrian and bicycle use
x			2A.2.15	Opening lines of communications between state agencies and health care officials
<i>Housing</i>				
x			3D.2.1	Tailor income requirements for housing assistance based on region (incomes are different in different regions)
x			3D.2.2	Tax breaks for younger families that purchase their own home (homestead exemption is one example of this)
x			3D.2.3	Tax write-offs for renters (existing write-offs are based on income – it should not be based on income but should be across-the-board)
x		x	3D.2.4	Down payment – different system to offer low/no down payment options
x	x		3D.2.5	Conversation at state level about how properties are valuated – how those values are set (right now it’s totally market-driven) Standardization – towns in the same region should have the same system of valuation
	x	x	3D.2.6	Affordable housing groups purchase/build housing stock that’s maintained as affordable in perpetuity – regulations keep the price increase at a certain percentage (it’s hard to make this happen right now – often towns don’t want it, people don’t want it – there’s a stigma)
		x	3D.2.7	Regulations so that towns will approve affordable housing (or to enforce)
		x	3D.2.8	Local government zoning: allow multi-family housing, cluster, in-law apartments, infill development

State	Regional	Local	Ref #	Lens Topic for Recommendation
<i>Housing (continued)</i>				
x			3D.2.9	More education for towns about who affordable housing would serve and why they should want to bring those people to their communities – to overcome NIMBY-ism. Educate people about what affordable housing actually is – what it could be.
x	x	x	3D.2.10	Age-restricted housing – currently we can only do that for aged 55 & older. Why not do it specifically for younger people? (through Maine State Housing Authority) Make this a special program for development of “Young Housing.” This could also help to create sense of community for young people in communities where there aren’t many young people right now.
x			3D.2.11	To explore: is there a connection between paying high rents or having home ownership and relying on state services; this could be an incentive to state to encourage more home ownership
x			3D.2.12	Tax incentives to businesses that offer housing incentives to employees
x			3D.2.13	Pine Tree Zones – amend them to include affordable housing
x		x	3D.2.15	Balance taxes: 1/3 property, 1/3 income, 1/3 sales
x			3D.2.16	More MSHA support for other things besides first-time home purchases (i.e. moving on to second home)
<i>Community Involvement</i>				
x	x	x	3E.2.1	Include youth in decision making at government level
x			3E.2.2	Increase minimum wage, access to healthcare, food and daycare, to give people more time, better quality of life; poorer people are usually volunteers because they are those that have benefited from nonprofit programs
x	x	x	3E.2.3	Encourage businesses to give time for volunteering if can’t give money, be flexible with scheduling; or give monetary reward for volunteering either to the employee or to the organization where s/he volunteered.
x			3E.2.4	Maine should look into community learning centers federal program for funding to use schools as resources for community learning centers. Examples in Portland Library, brings in revenue; information commons in university libraries.
x	x		3E.2.5	Create mandatory community service project (or service learning) at the high school level would get kids involved in community “before they leave;” also develops habit of taking care of your neighbor and others in the community.

State	Regional	Local	Ref #	Lens Topic for Recommendation
<i>Community Involvement (continued)</i>				
x			3E.2.6	Idea – create a community recreation center. State hire an architect to create space for community gathering place, high school age kids, provide activities. Make a plan for spaces and build eight or ten identical facilities throughout state. Would be asset to community.
		x	3E.2.7	More formal discussion is needed in getting youth on boards and in local government. [Board Network is an organization that helps connect people to boards]. Get youth involved in community foundations, create mentoring programs.
x			3E.2.8	Educate through TV commercial the importance of youth involvement in community.
x			3E.2.9	Individual participants in conference should keep eyes open for opportunities for youth to lead initiatives for youth
		x	3E.2.10	Encourage cities and towns to have a bulletin board type place in town center where information about opportunities can be posted.
		x	3E.2.11	Create youth directory of resources and opportunities for community involvement.
<i>Transportation</i>				
x			3A.3.1	More incentives for lower cost of flying
x			3A.3.2	Inter-state flying
x			3A.3.3	Incentives for transportation to provide better services throughout the state for businesses
x			3A.3.4	Road plans that include bike friendly lanes-DOT
x			3A.3.5	Better planning by the DOT for roadways
x	x	x	3A.3.6	School bus combined with the public transportation (community busing)-rural
		x	3A.3.7	Increase #of sidewalks
		x	3A.3.8	Encourage bike paths in town
x	x	x	3A.3.9	Better connection between land use and transportation needs
x			3A.3.10	Research alternative fuel sources- bio-diesel distribution system
	x		3A.3.11	Ways to better export for forest & agriculture products from Northern Maine
x			3A.3.12	Incentives for businesses to use lower emission vehicles and fuel
x			3A.3.13	Look at different examples from other states that use other ways to encourage incentives to export products along with keeping businesses in Maine

State	Regional	Local	Ref #	Lens Topic for Recommendation
Family				
x	x	x	3B.3.1	Communicating more effectively the resources/programs currently available: Enhance maine.gov; Better search system; Relocation package; Publicity covered in: Print, TV, Radio, ETC.; Involve younger people; Links to local activities/organization/chambers.
x	x	x	3B.3.2	Continue to promote ME for tourism, but ALSO as a great place to start/raise a family.
x	x	x	3B.3.3	“Maine, a place to live and work”
x	x	x	3B.3.4	Public/Private partnership for child care: Government helping businesses have onsite child care; Make it part of welfare program; Evening/overnight childcare for round-the-clock businesses.
	x		3B.3.5	Make rural ME more livable: Access to services; Improve infrastructure; Building community/networks to naturally assist.
x	x	x	3B.3.6	Childcare – over regulation: insurance safety vs. affordability.
x	x	x	3B.3.7	Housing: No re-evaluation until resold; 1 st time new home buyer loans; More comprehensive & communication of available programs; Student loan/mortgage circuit breaker (instead of paying both at same time); Public awareness initiative – community/public outreach of programs similar to habitat for humanity.
x			3B.3.8	Domestic partner recognition & benefits
Recreation				
x			3C.3.1	Free weekend without fishing license (more than one a year)
		x	3C.3.2	City development... encourage strategic planning... entrepreneurs in the same area and in the same are together
x			3C.3.3	Summit of small business leaders
		x	3C.3.4	Community online bulletin boards & message boards in town halls
x			3C.3.5	Give people a specific place to go, and be there together.
		x	3C.3.6	Low income housing away from center of town
x			3C.3.7	Incentives for strategic planning and development
	x		3C.3.8	Invest in a central hubs for community recreation
		x	3C.3.9	Promoting the arts and music
		x	3C.3.10	Create positive environment / activities for young adults (eliminate curfews)
x			3C.3.11	Encourage or mandate alumni relations... career shadowing, career planning with emphasis on jobs in ME/ staying in Maine

State	Regional	Local	Ref #	Lens Topic for Recommendation
<i>Recreation (continued)</i>				
x			3C.3.12	Encourage or mandate service learning (incorporate into curriculum)
		x	3C.3.13	Bike paths, bike paths, bike paths (and rollerblades too). Maybe with lights so you can use them in the winter after dark (skiing).
<i>Diversity</i>				
x			3D.3.1	Education for young and old
x			3D.3.2	Cultural center creation and state support for these
x		x	3D.3.10	Increased funding for cultural competence training and services
x			3D.3.11	State office for diversity/newcomers needs to be created.
x			3D.3.13	Behavior and Development Services—diversity web links
x			3D.3.14	Make resources like BDS more well-known—PSA's, web links
x			3D.3.16	Speakers office – businesses and schools can ask for speakers to come and enlighten them; speak on many and separate issues which lead to noticing similarities; join these resources together
x			3D.3.18	Restating school, hospital policies; hold up diversity; get it on the government website!
x		x	3D.3.21	Foster support for new communities (look at other states like Minnesota)—different faces in government/ leadership roles. State/city should support hiring new faces
<i>Sustainability</i>				
x	x	x	3E.3.1	Incentives for all Maine schools and governmental organizations to utilize Maine food products wherever possible (to stimulate local agriculture/business and empower communities to participate in food production).
x			3E.3.1	Tariff on out of state food products that are available in the state of Maine
x			3E.3.2	Maine should adopt California emissions standards for vehicles, 4-wheelers, snowmobiles, and lawnmowers.
x			3E.3.2	Maine should close all loopholes that allow individuals to earn tax breaks on the purchase of inefficient vehicles not specifically related to their occupation.
x			3E.3.2	The state should provide continued leadership and initiatives for energy efficiency, including the promotion of energy efficient vehicles, upgrading the insulation of homes, updating appliances to more energy efficient models, public education on environmental awareness, etc...

State	Regional	Local	Ref #	Lens Topic for Recommendation
<i>Sustainability (continued)</i>				
x			3E.3.3	State-wide recycling program
x			3E.3.3	Fines for the disposal of recyclable/returnable goods
x			3E.3.3	Maine should update and revise all legislation pertaining to the management of solid waste.
x			3E.3.4	The State should provide grants and incentives for “green” building designs and renovations.
x			3E.3.5	Maine should enact environmental justice laws.

PRIORITY RECOMMENDATIONS FROM SUMMIT PARTICIPANTS

At the end of the series of workshops, each Lens (focus area) identified 3-4 recommendations to be given high priority for action between June 19, 2004 and January 1, 2005. They are listed below in rank order according to the strength of the priority given through the process.

Lens 1: What conditions are needed for young adults to prepare for and find meaningful employment or start a business, and make a comfortable living?

1. Provide educational loans that offer incentives to stay in or return to Maine (loan forgiveness). (A.1.7.)
1. Attract new businesses. Provide tax incentives on capital investments. Lower corporate taxes using a tiered system such that small businesses pay lower taxes. (C.1.2.)
2. Focus/Capitalize on Maine as a brand for ME products “Made in Maine” (D.3.11.)
3. Create a database of college internship opportunities with Maine businesses (expand Maine State Government Internship program to include private businesses). (B.1.5.)
4. Emphasize college mentoring programs and alumni networks to connect post-secondary schools and business people. (B.1.2.)

Lens 2: What can be done to encourage young adults to remain in Maine while still advancing their career paths, skills, or growing their business?

1. Consolidate and co-locate the many business resources of state and other agencies so that small business people have a one-stop location for information and counseling on business start-up. Bundle services needed by small businesses following the model of a co-op so that professional services are reasonably priced and accessible. (2C.1.1.)
2. Develop a web portal that serves as a single point of entry for integrated state/local and business/community information. Must have better usability for the end user. (2A.2.2.)
2. The overlap and duplication of state and federal regulations and jurisdictions (OSHA/MEDOL, EPA/MEDEP, etc.) is a barrier to business expansion. Government regulation needs to be reduced along with fees. Rather than funding “incentive” programs with public monies and let businesses have [keep?] money so they can expand. (2B.2.8)

Lens 3: What conditions are needed for young adults to realize their goals for a high quality of life while also becoming involved in the community life of Maine?

1. City development should focus on revitalizing downtown areas and address sprawl. Encourage strategic planning to accomplish goals like making space devoted to entrepreneurs' businesses, using existing space rather than building new, diversifying community recreation options. (3C.3.2.)
2. Establish universal healthcare and, if necessary, fund through increased revenues. (3A.2.1.)
3. Increase funding for cultural competence training and services. (3D.3.10.)
4. Establish mandatory community service at the high school level. Get students involved in community "before they leave." Also, develops habit of taking care of your neighbor and others in the community. (3E.2.5.)
4. Government funding for arts is absolute necessity in order to create and sustain arts and cultural activities (3C.1.2.)
5. Fund college internship programs, then give tax breaks to businesses that hire graduates from those programs. (3E.1.12.)
5. Include arts and culture in economic develop strategies; downtown revitalization is partially comprised of arts organizations, activities, and businesses. (3C.1.12.)

LENS 1 FOCUS QUESTION:

“WHAT CONDITIONS ARE NEEDED FOR YOUNG ADULTS TO PREPARE FOR AND FIND MEANINGFUL EMPLOYMENT OR START A BUSINESS, AND MAKE A COMFORTABLE LIVING?”

Overview of Sessions.

Within this Lens, topics were identified by participants as issues for discussion. Each topic was assigned to a workshop time slot. The following pages contain the discussion notes and recommendations from each session. The notes are for participant reference and their meaning is not always evident to readers who were not present. Thus, the recommendations should be considered the clear statements from participants and notes only used to gain a general understanding of the context of the discussion.

K Through 12 Education and Opportunities (Table A Round 1)

Discussion Notes

- What is Available?
 - Need an inventory of what is available, what is working and what is not.
 - Need to start in early education.
 - Need to have guidance involvement from k-12.
 - High School Education needs to promote local college education, Universities
 - Alternative education opportunities
 - Creating a language to include the need for education.
 - Creating goals at earlier ages.
 - Some out of state colleges offer more financial support to needs
 - Huge Stigma of going to in-state colleges
 - Urge good in-state private colleges to encourage Maine student enrollment
 - Maine has great smaller colleges that offer equiv. education.
 - Need to have information available about what is available in Maine.
- K-12 opportunities and guidance.
 - Goals, out of state
 - Maine high schools need to educate students about value of Maine.
 - Promote the arts.
 - Curriculum for K-8
 - Maine learning results.
 - Vocational Ed needs to be prevalent for high school students
 - Educate guidance counselors to students
 - To offer students value in their choice
 - Guidance counselors have so much going on and are overwhelmed and over worked.
 - Guidance needs to deal with social work and the school should have a career/college prep counselor.
 - Get more industry involved in the school.
 - Students need to be educated on all secondary opportunities by instate and outstate.
 - Those who go out of state and have a desire to come back cannot because of the money/pay job or no job in their career field.
 - College students building relationships with school students –close the gap.
 - Linking students to existing resources and information that help them in pursuing their career goals.

- Placement counselor's are in place at some schools at 4th grade that follow the students. Changing the language of the elementary teacher in the classroom.
- What do students do at career fair? Do they know what the right questions are to ask?
- 7th and up the students are not involved with schools

Recommendations:

- A.1.1. Work study students working in the high school for connection 1 on 1
- A.1.2. College career counselor in addition to guidance counselor.
- A.1.3. Promote/encourage child to find and interest based on opportunities and experiences.

What and Who

- A.1.4. Learning results place-based. (State)
- A.1.5. Business/Sectors mentor local schools to keep students in Maine. (state)
- A.1.6. A course that educates students and parents on college/financial aid (Elementary schools).
- A.1.7. Loans that offer incentives to stay in Maine (loan forgiveness) –(State, govt,)
- A.1.8. Get students connected with what they need to support education – high school and college. Those that need that don't get it at home. (Schools, families)
- A.1.9. Mentoring offered at all grades; Relationships at all levels. (State, Local Regional)
- A.1.10. Provide training for self-employment, starting your own business. (State, local, Regional)
- A.1.11. Get business to offer partnerships to students 6-12 (local)
- A.1.12. State incentives to hire/mentor high school students (state)
- A.1.13. Community Service/Job Shadow be a requirement for graduation. (State, Local)
- A.1.14. Making it a priority to provide information technology in all education curriculum. (State)
- A.1.15. Laptops to 6th grade and up. When you graduate you keep it. (Local, State)
- A.1.16. Local schools need to recruit money and support for local schools. (State)
- A.1.17. Public schools need to rethink days schedules/structure of a school day. Alternative education and credit (State)

Higher Ed and Community and Business (Table B Round 1)

Discussion Notes:

- Career services should serve as a liaisons to assist students to get jobs in Maine
- Maine businesses should recruit from out of state colleges as well
- Institutions should sell their students to businesses
- Educate students on what businesses offer
- Businesses invest in higher ed for their own employees
- May not always be a bad thing for students to go out of state for school – new perspective
- Create “dating service” to match employers with prospective employees
- Connect students with communities through direct service and service-learning
- Creating additional industries for towns in Maine to attract/keep graduates
- Utilize alumni networks (high school and college) to connect employers with prospective employees
- Create a cultural change to value Maine's youth
- Young people need to push boundaries to be a part of areas that are dominated by older people

Problems

- Lack of communication between businesses and colleges and universities
- Businesses not taking advantage of locally educated talent
- Lack of internship opportunities
- Not knowing what opportunities exist
- Out-of-state students don't realize opportunities for them to stay in the state after graduation
- Massachusetts has many more schools/graduates than Maine (Maine businesses look to MA as a large/talented labor pool)
- Many students don't feel connected with the community in which they attend school
- Relations between towns and colleges
- Job fairs at Maine colleges have more out-of-state businesses than in-state businesses
- Maine college towns don't have enough jobs to support graduates each year
- Young people new to a community don't have connections and may not be able to easily become involved in the community

Recommendations (S-State, R-Regional, L-Local)

- B.1.1. Strengthen the career development centers at colleges and universities
- B.1.2. Emphasize mentoring programs and alumni networks to connect schools and business people
- B.1.3. Create online database of employers and students/alumni looking for opportunities in Maine
- B.1.4. Create database of graduating college students, indicating needs/demand/supply of what locations/businesses graduates are looking for
- B.1.5. Database of internship opportunities with Maine businesses (expand Maine State Government Internship program to include private businesses)
- B.1.6. Create paying internships (provide housing) to expand knowledge base of opportunities (S, L, Businesses) www.maineinternships.com
- B.1.7. Have chambers of commerce organize internships
- B.1.8. Promote community involvement of students through direct service and service-learning (L, R, schools)
- B.1.9. Higher ed should teach entrepreneurship, give specific skills, and create culture
- B.1.10. Have business people from the community serve as adjunct faculty to teach entrepreneurship
- B.1.11. Businesses have open houses/job fairs at their place of business to introduce people to the community/culture of the organization

Entrepreneurship (Table C Round 1)

Discussion Notes

- Conditions for entrepreneurship
 - Tax relief
 - Grants
 - Knowledge
 - Human know how
 - Training
- Small business
 - K- grants vs. loans
 - Fairness/transparency
- Culture
 - Entrepreneurship and community
- Information and marketing
 - Lack of info on who is available
 1. Attorneys, accountants, etc
 2. Ideas: websites, incubators i.e. MIT Sloan school services,
 - a. Make SCORE, micro loan, etc more known
 - b. Less duplication of agencies
 - c. More interaction between entrepreneurs: networking
 - d. People who help you navigate government programs
 - e. Integration of Service Corps of Retired Executives with government to help navigate overall opportunities
- Government regulations/ Better climate
- Support Services
- Incentives
- What makes a business successful?
 - Training
 - Insurance (health, workman's comp: make income clearer)
 - Competitive employee packages
 - Lower corporate taxes using a tiered system such that small business pay lower taxes

Recommendations

- C.1.1. State: Information
 - a. Resource "Tour guides" for entrepreneurs (i.e., combining Senior Corps of Retired Executives (SCORE) with government resource experts)
 - b. Stronger online resources with less duplication
 - c. Opportunities facilitating networking among entrepreneurs
- C.1.2. Attract new businesses
 - a. Tax incentives on capital investments
 - b. Lower corporate taxes using a tiered system such that small business pay lower taxes
- C.1.3. Marketing of businesses, culture
 - a. Link best practices
 - b. Promote entrepreneurial culture
 - i. Focus k-12 education to promote life skills conducive to entrepreneurial skills
 - ii. Entrepreneurship can be taught
 - iii. Learning through all types of intelligence

- iv. Internships: increase number and get out of state Mainers to work on summer breaks, etc.
- v. Education of companies as to how to better utilize interns
- vi. Create a community that retains human capital
 - i. Increase local government / entrepreneur relationships
 - ii. Use city planning to support entrepreneurship... allow businesses to drive it.
 - 2. Regional
 - 3. Local

Availability Of Fundamental Jobs (Table D Round 1)

Discussion Notes

Suggestion – develop “mind map”

Availability of fundamental jobs

- Economic
- Education
- What type of jobs are available
- Perceptions and attitudes
- Taxes and state government

What are the issues?

1. What jobs do we have and what do we want?
2. Why is the job sector concentrated the way it is?
3. If you have a degree in a certain area, you want a job but there are not available
4. Availability of market issue?
5. Attitudes and practices (perception and attitudes of hiring someone without “out-of-state” experiences)
6. Barrier of getting jobs
7. Do Maine people know if the jobs are there?
8. What are the opportunities in Maine – students should know what jobs are available in Maine
9. Is there a bias in some of the employers to hire from out-of-state
10. Reactivity issue in community college and Maine state system (relationship building between businesses and schools – create more pathways)
11. What’s in the state?
12. We don’t have a structure for businesses to start up
13. Government needs to reduce tax burden
14. Economic development – Maine has many small businesses and many create positions for themselves (state looks at big potential businesses rather than focusing on the Maine way of building small businesses)
15. Small business have challenges too
16. Make sure schools are providing skills and colleges and universities need – be more proactive and develop programs that are in high need
17. Pay is not as much in Maine

18. Mindset to hire middle age person with lots of experience rather than someone with limited experience and a degree
19. Mindset is that it's good to be away and get experience out-of-state
20. Big fish versus little fish (what type of business should Maine cultivate) We need a balance – the state currently helps small businesses
21. What type of big business do we want to promote? Big businesses have advantages
22. State wants everyone to be innovative and creative but some are just looking for steady job with benefits (encouraging innovation is good but it's not for everyone)
23. Help with immigrants (some assistance being provided in Portland area but what about other parts of the state), have to be a citizen to get a federal job
24. How do we spread out jobs to some more rural parts of the state – regionalization may help with this (particularly state jobs)
25. Quality of life issues for younger population (more to do in Portland area)
26. Towns have to make themselves open to businesses – Lewiston is renovating
27. Promoting people who have been displaced with new skill set
28. We need to change with the times need to move away from manufacturing
29. We need a mix of opportunity and jobs
30. Export (seafood and lumber) we need to think about this to...not just service-based
31. Need to focus on service jobs as well as all other jobs that are not service driven

Recommendations: (state, regional, local)

- D.1.1. Promote business development throughout the state (particularly outside of Portland) - statewide
- D.1.2. Be open-minded to business growth to those who want to invest in our state – statewide
- D.1.3. Bring business leaders together and identify future business needs and opportunities for growth (regional)
- D.1.4. Identify unique needs of region in state to keep a balance (diversity) of different sectors of employment (regional)
- D.1.5. Bolster educational opportunities to meet the needs of our future job market (statewide)
- D.1.6. Be more tax friendly and be creative with incentives (local)
- D.1.7. Promote jobs that are available (statewide)
- D.1.8. Promote Maine's intellectual capital (encourage more partnerships and "build relationships" with businesses and universities) – statewide
- D.1.9. Encourage more-on-the job training (statewide)
- D.1.10. Promote jobs in specific areas (local)
- D.1.11. State and local government should encourage employment of youth
- D.1.12. Rewarding competence of young people with degrees versus someone in state system without degree (campaign) - statewide
- D.1.13. Leverage manufacturing and tourism together (focus on specialty products – made in Maine)
- D.1.14. Promote cultural diversity (statewide)
- D.1.15. Export Portland's cultural diversity to other parts of the state (statewide) – encourage the artists to do this
- D.1.16. Help build trade groups regionally or statewide

Quality of Life & Environment (Table E Round 1)

Discussion Notes:

- We should capitalize on the quality of life, market this
- Different people (north/south) have different views
- Lack of diversity, lack of internationalization
- Quality of job life: telecommuting, casual dress
- Lack of jobs is why left; quality of life is what is drawing back; need to be creative, maybe create own job opportunities
- Bright lights/city life
- Affordability of supporting quality of life- housing, entertainment, traveling
- Creating niche markets
- Aggressively pursuing opportunities for things that are being outsourced to India/China
- Technology may be a good focus, low impact on environment of the state; encouraging people to embrace technology
- Properly manage natural resources, add value to them
- Maine needs housing that is affordable; mandate builders creating homes that have a portion of them earmarked as affordable.

Quality of life to each of us:

- Having adequate living space, tolerable income, good water/air, recreation space
- Family/sense of community, slower pace of life
- Manageability and accessibility to other places
- A certain degree of urban environment, having entertainment opportunities; slower pace of life
- Access to coast/mountains, slower pace, less pressure for work, great place to raise family, safe
- Sense of intimate community, space to be alone, being near family, safety

Recommendations:

- E.1.1 Focus on balance. There are groups who push to one edge or another, but maintaining balance is what makes Maine a great place to live.
- E.1.2. Create “housing that is affordable” not “affordable housing”; when developing (housing or business), focus on increasing foot traffic by having shops within walking distance so people don’t have to drive. For new developments, have developers responsible for also infrastructure (like streets, schools, etc.) that are needed to support the community. Maybe have the state provide a template of guidelines to use for community development
- E.1.3. Let the community tweak to fit the atmosphere they are trying to create. (Look at San Jose, CA as an example to do this for housing; Phoenix for business infrastructure)
- E.1.4. Support development of multi-economies and creative new small business
- E.1.5. Encourage active community involvement, and at an early age
- E.1.6. Newspaper/media spotlight new businesses; support/create awareness to help business get off the ground and develop

High School Transition (Table A Round 2)

Discussion Notes

What does it include? Transition to College, Job, Trade School
Transition from school

Finances:

- Hope to go on;
- Parents said that I would go, from an early age.
- Lack of education on the process of going on; financial aid, steps needed to complete.
- Financial Planning for life, life skills.
- Lack of Education – Parent/Students College Process (finances)
- Finances significant Barrier
- How to create the culture shift – Post Secondary ready for all.
- Financial planning for life – HS Program

Non College Direction:

- Career Exploration (resume, career development, life skills, money management)

College Directed:

- Teaching what is available – at the Tech Schools, Community Colleges, trade Schools, Work Programs.
- Pilot program that targets First Gen College Students and Non directed students.
- Transferable credits;
- Information – Community Colleges, trade School, Work, Programs, Maine Programs.
- Parent awareness needs to start in the elementary school.
- Be aware of the stress placed on students/children—look at it as “There are many possibilities” Your choice is open.
- Encourage business to participate (loan forgiveness, tuition reimbursement)
- Share expertise at career fairs, mentorships.

Both:

- Integration of career planning in to curriculum;
 - Define skills
 - Career Planning
 - Do it early

Recommendations:

- A.2.1. Emphasize all options (Community, JMG, College) Local
- A.2.2. Develop a comprehensive program that prepares student/family for plans (i.e., workshop, curriculum) – Regional/State/Local
 - Partnership with DOL/DOE Career Centers; Career Preparation graduation requirements 2010.
 - Mentorship, college students, businesses
- A.2.3. Align career interests/economic development with ME’s Future. – State
- A.2.4. Partner with college admission directors & officers to educate community.
(Writing articles, PTA, etc.) – Local
- A.2.5. Early discussion and more and more discussion; of what is available. – Local
- A.2.6. Early college – experiences for HS students in Community College. - State/Local

Quality, Accessibility, and Affordability of Higher Education in Maine (Table B Round 2)

Discussion Notes

Problems

- The cost of public higher education is too high (and increasing annually); the cost is much higher than that of public universities in other states.
- The UMaine system is difficult to afford for non-traditional student with outside costs.
- It is often cheaper for some students, after financial aid, to attend private in-state and out-of-state institutions.
- There is a stigma among Maine high school students regarding attending a UMaine school. It is considered by some of the best students as merely a back up school, while attending college out of state is considered a success.
- Students are leaving college with too much debt.
- State funding to schools is not increasing at the same rate as tuition costs.
- Private schools make a more detailed assessment of need than do state schools using only the FAFSA.
- Students feel as though they've been bled dry at the end of four years and aren't inclined to give back to the institution.
- It is not always possible to repay the debts accrued while simultaneously living in Maine.
- Companies only hire graduates from certain schools, there may perhaps be a stigma disadvantaging Maine schools.
- There is many times reverse discrimination toward higher education by Maine companies; they see people educated in the metropolitan areas as disconnected from Maine life.
- Increasing self-sufficiency/efficiency decreases accessibility.

Recommendations

- B.2.1. Provide more scholarships based upon need
- B.2.2. Provide more scholarships based upon merit.
- B.2.3. Develop relationships with alumni, similar to those established by elite private schools, that inspire loyalty and future giving that could fund scholarships.
- B.2.4. Increase the number of "non-traditional" students.
- B.2.5. Students need to understand the financing options they have: outside scholarships and low interest loans.
- B.2.6. There need to be more loan forgiveness programs for people who stay and make their lives in Maine, giving back to the state.
- B.2.7. Provide further education programs for Maine students: more diversity in degree programs and stronger masters and doctorate programs.
- B.2.8. The reputation and pride of UMaine schools needs to be increased; the quality of a school is based upon the quality of its business school, law school, and football team.
- B.2.9. In the case of UMaine, we've got a great engineering program and a National Championship hockey team; it is time to capitalize on those facts and emerge a powerhouse state University, or at least within the New England region.
- B.2.10. Expand and sustain the merit scholarships offered to Maine high school students. (Offer at least one scholarship per school/per graduating class to the highest ranking student willing to attend UMaine.)
- B.2.11. Supplement cuts to the UMaine system by supporting the Community College System at a higher level.

- B.2.12. Make it easier for credits from the Community College system to UMaine flagship schools.
- B.2.13. Distance Education needs to be the responsibility state - it needs to be autonomous in some way
- B.2.14. Move the chancellor's office to a campus.
- B.2.15. Education on how to apply to college and for financial aid needs to be available statewide. (Poland Regional High School made it a graduation requirement to apply to college this last year.)

Linking business and education (Table C Round 2)

Discussion Notes

No background notes were submitted for inclusion in the record.

Recommendations

- C.2.1. Getting students interested in pursuing business opportunities:
 - a. As a reason for going to college
 - b. As a career opportunity in the future
 - c. Better exposure to guidance councilors, and more insight from them
 - d. Targeting appropriate high school students (local/regional)
 - i. Somewhere between honor students and vocational students
 - ii. Have businesses create unpaid internships to replace study halls
 - 1. Teaching "life skills"
 - 2. Also as a source of seasonal employment in summers
 - 3. Mandatory "life experience" in high school
 - 4. Give businesses some assistance in return: (even free workers have costs) →tax credits?
 - 5. Need to market the idea to businesses
- C.2.2. Transition from college to business (state)
 - a. Setting up university programs to employ people in the industries the state is promoting
 - b. Getting groups of small businesses to recruit together at major Maine colleges
 - c. Website for college grads jobs only, also internships for them
 - d. Setting up internships over summers, establish relationships that last after education
 - iii. Employers will create opportunities for those who prove themselves
 - e. Re-look career options, career training, accessing community colleges, business services

Marketing Maine Opportunities (Table D Round 2)

Discussion Notes

Marketing to People/Marketing New Business in Maine: One goal/idea is to draw more business into Maine first; businesses will then market professionals. “If you build it they will come”

BUT another goal/idea is that drawing professionals/bright young people to Maine may also draw business (example—Seattle, where business moved in to take advantage of the creative youth population).

Problems—

1. Difficulty in communication between business and college communities: lack of communication from colleges to local business; lack of cooperation/accommodation to businesses trying to recruit or do presentations at colleges; poor event planning.
2. Lack of Development/Marketing of Existing Specific Industries: Portland has advertising/marketing, financial services, insurance companies.
3. Maine business attendance at job fairs/effort to solicit out of state students.
4. Maine can be boring/depressing with its weather and darkness.
5. We don’t teach our children what is good about Maine—history, “establish a feeling of ownership.”
6. People reach an age in their development and want to go elsewhere; Maine isn’t a place that people from other states want to go to when they get that urge. Isolationist mentality—we need to broaden our global mentality.
7. Use Ireland’s economic boom since the 80’s as a model: eliminate corporate income tax.
8. State impediments to small business: too many small taxes adding up, no particular one is too high, but they have a hard cumulative effect; fees on top of the taxes.

What to Market—

Quality of life: short hours; transportation; access to outdoor recreation in proximity to urban areas; a lot of available land; urban/rural settings; education; good place to raise a family.

Media/Means to Use to Market Maine to People—

1. Listserv networks by profession.
2. Mentor programs by profession: informal/formal partnership programs with K-college; starts with volunteering.
3. Business open house/job fairs: no Maine businesses go out of state to other colleges’ job fairs.
4. Take part of tourism budget and appropriate to business attraction.

Recommendations

- D.2.1. Market outdoor recreation to young people
- D.2.2. Market business opportunities
 - a. Case Studies
 - b. Advertising/Financial Services
- D.2.3. Focused approach
 - c. Market entrepreneurial spirit
 - d. Appeal to small business

- D.2.4. Market youth culture in Maine rather than it being a place to visit.
- D.2.5. Balanced marketing dollars between tourism and business.
- D.2.6. Effort to expand peoples' views beyond their locality—Erode isolationism and “from away” mentality.

Economic Clusters (Table E Round 2)

Discussion Notes

- Developing Diversity Economically
- Lumber issue – sending natural resources out of state to be processed
- Creating clusters that will attract and/or retain young people
- Do we need to define clusters or are they already defined?
- What clusters do we think would best draw and retain people of our age?
 - Research and Development
 - Information Technologies
 - Green technology, sustainable development – areas in which Maine can be competitive
 - Composite Materials
- What can Maine do that can't be done anywhere else in the US? Maine needs to carve out a niche for itself
- Businesses that are struggling receive subsidies; wouldn't those funds be better used to train people for other occupations?
- Entrepreneurship and drawing in existing business are two different approaches to business development.
- Place-based occupations: those that are tied to the location, and won't disappear no matter what happens to the economy (recreation, education, medical, creative small business, trades)
- Some of those still are fragile like recreation (weather)
- Ecotourism is a sector that hasn't been explored fully
- Outsource to Maine instead of outsourcing overseas
- Labs and universities have research clusters within them (UM with marine science, composite, IT)
- Target Technology Center is an example of program that has been successful in encouraging business development and could be replicated
- Business climate needs to be restructured so that the tax burden is not so heavy on existing businesses
- Less material, higher value – make value-added products that are distinctive and will sell for higher prices
- Not all ideas will be successful, but we need to get all of them on the table and see what happens. Encourage people to take risks and start businesses.
- Health care is one of the largest industries in the state and is growing rapidly.
- Regulations make it difficult for some of our existing industries to compete.

Recommendations:

- E.2.1. Creating a regulatory and tax climate in which entrepreneurs can take risk and grow businesses
- E.2.2. Spending money on helping existing businesses evolve (rather than just focusing on starting new businesses and sustaining dying businesses)
- E.2.3. Figure out a way to stay engaged with people who leave the state: bring them back so that we can keep in touch with their ideas and keep them informed and to facilitate moving back (if they want to)
- E.2.4. Draw jobs that provide stable opportunities and offer competitive pay
- E.2.5. People that are migrating to the state can offer new perspective
- E.2.6. Resource pool drawing on people that have moved away (use as contacts for issues and ideas)
- E.2.7. Maine Small Business Administration needs to reach out to immigrant communities
- E.2.8. Draw on immigrant communities to teach about culture

**Quality, Accessibility, and Affordability of Higher Education in Maine
(Table A Round 3)**

Discussion Notes*Defining the Problem...*

- We might have the same majors, but perhaps out-of-state schools have more resources, or at least are perceived as having more resources
- Accessibility to college is hard, especially when families are sending more than 1 kid to school at a time
- Need more options and funding for graduate programs
- Problem with UMS prioritizing access over quality in the past, and now switching → making that transition effectively is key
- Tuition going up
- Too many extra fees in tuition costs
- Defining quality--
 - Is it unknown until you apply yourself to it? Or until you apply yourself in a career situation?
 - Highly qualified teachers
 - Administrative responsiveness,
 - Facilities
 - Better advising
 - Accessible / flexible
 - Diversity of degrees vs. offering at all campuses = a tension
- On-the-job type training

Recommendations

- A.3.1. Creating Solutions
- A.3.2. Highly qualified faculty with terminal degrees and relative experience
- A.3.3. Better advising
- A.3.4. More student involvement and voice in government and decisions
- A.3.5. Distance education and non-traditional learning mechanisms
 - graduate and undergraduate
 - using successful programs in education as a model for other majors to follow to expand access (ex. Nursing program at Ft. Kent to get bachelor's degree)
- A.3.6. People should pay tuition based on their program; or at least a realistic proportioning of tuition
- A.3.7. Changing the perception that Maine Schools are lower quality
- A.3.8. PRACTICAL, REAL-WORLD EDUCATION → but it's not everything. It should be available and accessible. Community colleges can be a huge part of this integration of practical skills.
- A.3.9. Faculty accessibility. Maybe this means more faculty?
- A.3.10. More need-based aid so people can focus on school, rather than working at the same time.
- A.3.11. Community college partnership with businesses is key to success.
- A.3.12. University students can and should start the revolution.
- A.3.13. What is the role of higher education in Maine?
 - More quality graduate programs that are available with specializations
 - To teach applicable skills and practical theories
 - Promoting campus and community involvement

Affordability of Living Maine (Table B Round 3)

Discussion Notes

- 4 of 15 in group live outside of Maine
- Why live outside of Maine? Affordability
 - Including property tax rates
- Is there a misconception of Maine's unaffordability?
- Supply & Demand issues (97% occupancy in Portland)
 - Apartments being turned into condos and losing # of available places
 - "Outsiders" buying oceanfront properties
 - Income growth not matching property Price growth
 - People working from home moving in with "outside" higher salaries
 - Only applies to certain areas of the state...but expanding around Portland to outlying areas which doesn't have sufficient infrastructure to accommodate
 - Smaller towns monitoring number of building permits to limit growth
 - Limited public transporting forcing some to live closer to work

Summary of Problems:

- Lack of supply of housing in Southern Maine
- Lack of public transportation/other trans. Issues
- Migration to areas with affordable housing
 - Then this area has less affordable housing

- Lack of infrastructure (schools, roads, utilities)
- Lack of quality housing
- Coastal and other housing being purchased by out-of-state
 - Driving up property taxes-no longer affordable for those living there
- Salary vs. Cost of Living...myth of Maine being affordable
- Rural Maine not offering local resources
- Difficult on roads supporting urban sprawl
- Property Taxes
- Solutions could compete with the cultural values of why people live in Maine

Recommendations:

- B.3.1. Encourage more home/apartment building (but must be controlled) – Local/Regional
- B.3.2. Enhanced public transportation options (parking lots combined with bus/light rail) – Local
- B.3.3. Infrastructure built up to accommodate – Regional/State
- B.3.4. Revised homestead exemption to increase in proportion to overall property tax – Local State
- B.3.5. Support for individuals who want to build homes – State
- B.3.6. Lower the bar for renter's reimbursement tax benefits (Vermont does this) – State
- B.3.7. Focus on bringing higher paying jobs to state with benefits – Local/Regional/State
- B.3.8. Lower cost of doing business yields higher pay for employees – Local/Regional/State

Example – San Jose (www.sjredevelopment.com) - case study in proactive response to urban sprawl

Taxes & Regulations (Table C Round 3)

Discussion Notes

- Consumption tax as the only tax. No property tax, etc.
- Decreased Government spending. Personnel cuts in government
- Have just one state government house based by population
- Get rid of senate which is duplicitous because it is also based on population
- Force residency requirement for social services
- State should pay property tax on land it owns.
- Reduce workers' compensation benefits to lower cost to businesses.
- Offer more tax incentives to businesses who choose to locate here.
- Expanding forgivable loan programs
- (i.e. college loans) to entrepreneurs
- or exempt in first few years of taxes while starting business
- Review environmental regulations with science and economic viability
- Legislative review of regulations
- Educational spending: Review, consolidation, cut of spending
- Every spending bill its own bill
- Voter approval of tax increases, Bond issues

Recommendations

C.3.1. Tax incentives for business:

- Reduced tax
- Forgivable loans to entrepreneurs
- Allow local sales taxes

C.3.2. Government spending:

- Consolidation, especially school districts
- One state house
- Review/Sunset provisions on regulations
- Each spending bill should be its own bill
- Eliminate insurance regulations/encourage competition

C.3.3. Social Services:

- Residency requirements for social services
- Lower benefit, for less time, for fewer people
- Workers' compensation reform—less expensive for business

Localization of Maine (Table D Round 3)

Discussion Notes

- Closing of mills
 - Shoe
 - Paper
 - Manufacturing
- What is incentive to start food-processing plants?
- We do it in seafood
- Where does our food come from?
- Made in Maine Festival
- Farmers markets
- Get real, get Maine
- Maine reputation for being “pure”
- Need incentive to bring business from out of state, not just in state
- No processing/manufacturing options in Maine
- Retailers (Hannaford, Home Depot) are based out of state
- Cultural acceptance of buying out of state/international products
- Subsidies benefit consumer rather than farmer
- Economy of state will stay strong when outside conditions change if more production is kept in state
- Pine Tree Development Zones

Recommendations

- D.3.1. School lunches come from local farmers – programs with youth visiting local farms
- D.3.2. Maine economic standards (example: 25% of products sold here, made here)
- D.3.3. Provide tax incentives to start manufacturing/processing plants in Maine
- D.3.4. Force any food coming from outside the US to mark the countries they are grown in (don't regulate US growers)
- D.3.5. Use Maine products (lobsters) to trade for other services/products (plane tickets)
- D.3.6. Market products in other states by using Maine towns
- D.3.7. Business to business working together to keep production in Maine
- D.3.8. Show examples of start to finish production of products/food in Maine
- D.3.9. Education (radio, TV, newspaper) on Made in Maine options (Borealis Breads case study)
- D.3.10. Look for products made in Maine
- D.3.11. Focus / Capitalize Maine as a brand for ME products "Made in Maine"
- D.3.12. Putting products out into market with labels of where they come from (put a face on it)
 - Specific town
 - Producer
 - Farmer
 - Fisherman, etc
- D.3.13. Utilize events/festivals to advertise Maine foods/products
- D.3.14. Extend Route 95 all the way to the Canadian border

Job Diversity (Table E Round 3)

Discussion Notes

Potential Industries and Jobs:

- Analytical/ investment banking
 - Impediment: small airport
 - Appeal: small firms appeal to clients
- Arts organizations stagnant and small; leaves Mainers educated in the arts with no career options here
- Trade school fields restructured and transcend stereotypes and pay expectations because the demand will always be there → guidance in high schools needs to address the high potential of trade school education
- Technology students need more job options here → high speed access and cell phone coverage infrastructure necessary to bring these industries in
- Health care companies are large employers
- Large business may be attracted by quality of life but bottom line will never compare to cheaper states
- Demand for health care services growing with aging population
- Rural areas need to evolve business, change business identity
 - Utilize Maine Small Business Org.
 - Recreation Industry development eg. North Woods Nat. Park
 - Impediment: balancing eco-tourism and traditional Maine industries
- Sustainable Tourism
 - Good tourism leads to businesses moving to Maine eg. MBNA
- Need: higher paying jobs generally, appeal to individuals with Higher Ed.

Recommendations:

- E.3.1. Educate for health care providers and create flagship health services
- E.3.2. Expand scientific/ medical community research and design. Companies like Jackson Lab will be attracted by breaks
- E.3.3. Improve transportation/ communication infrastructure
- E.3.4. Educating immigration populations
- E.3.5. Increase awareness of existing programs eg. Internship placement system, NY State offers tax breaks to businesses that mentor/ apprentice with high school students
- E.3.6. Trade schools need to keep updated with industry needs within the State
- E.3.7. Retraining opportunities need to be available
- E.3.8. Educate all students that pursuing certain fields will cost them plausibility of living in Maine
- E.3.9. Encourage Maine businesses to recruit in schools when large urban firms are promising students opportunities upon graduation—Maine business needs to compete with that (Increase availability of entry level jobs analytical jobs)

LENS 2 FOCUS QUESTION:

"WHAT CAN BE DONE TO ENCOURAGE YOUNG ADULTS TO REMAIN IN MAINE WHILE STILL ADVANCING THEIR CAREER PATHS, SKILLS, OR GROWING THEIR BUSINESS?"

Overview of Sessions.

Within this Lens, topics were identified by participants as issues for discussion. Each topic was assigned to a workshop time slot. The following pages contain the discussion notes and recommendations from each session. The notes are for participant reference and their meaning is not always evident to readers who were not present. Thus, the recommendations should be considered the clear statements from participants and notes only used to gain a general understanding of the context of the discussion.

Higher Education (Round 1 Table A)

Discussion Notes

- More opportunities for the graduate programs – higher quality programs
 - Help with Payment
 - Programs are outdated in the UMaine System – they are created around an economy that is no longer there and are not geared toward the future
 - Number of Schools (choices between UMaine and “Ivy League”)
- Continuing Education with a business cluster/education climate scenario
 - feeder industry – identify
- Maine Technology Institute- the future of our jobs – Research & Development
- The University System to create a PARTNERSHIP with a large corporation to facilitate a link between education and jobs, and attract students to not only go to UMaine, but to remain in Maine when their education is complete
- Distance Education Options for Community Colleges – staying in Maine, while obtaining an education in a different state
- School Loan Tax Break Program –
 - needs to be broader – beyond educational jobs
 - diversify the economy
 - Maine High Tech Patriot Program
- The Maine Air National Guard in South Portland – integrates military service with the opportunity for post-secondary education, on the job training, a paid internship, tuition assistance and loan repayment programs. (Pilot program)

Recommendations:

- 2A.1.1. Tax Incentives for all levels of Education [State]
- 2A.1.2. Education Subsidies [State]
- 2A.1.3. More in-depth programs in the Majors [State]
- 2A.1.4. Create more education cluster and paid training [State and Regional]
(look at Maine High Tech Patriot model – Maine Air National Guard @ S. Portland)
- 2A.1.5. Create Corporate Mentor Programs [State]
- 2A.1.6. Innovation of graduate programs- Survey of Programs offered by UMS in the state and more aggressive marketing on what we have (even to out-of-staters) - based on the results

- 2A.1.7. Identify strengths and weaknesses – identify areas of competitive advantage [State]
- 2A.1.8. More preparation for higher education in high school for all people [state]
- 2A.1.9. Establish more curriculum depth [state]
- 2A.1.10. More outreach to people with disabilities [state]

Health Insurance/Worker's Comp

(Round 1 Group B)

Discussion Notes

Issue 1. Affordability for small business, especially with high worker's comp costs

2B.1.1. Solution? – **Let employers who offer full health insurance get out of worker's comp. (They are paying twice for coverage)**

2B.1.2. Solution? – **Look at mandates, tort reform – is there over-regulation?**

2B.1.3. Solution? – **Market based solutions? Medical Savings Accounts?**

Issue 2. Workers comp reform – System not fair to employers.

2B.1.4. Solution? - **Allow people to go to their own doctors, not the company doctors.**

Issue 3. Employer-based system may not work – companies not paying enough?

2B.1.5. Solution? – **Raise corporate income taxes.**

Issue - Will it hurt our competitiveness?

2B.1.6. Solution? – **State-run health care.**

Issue – Can the government run health care successfully?

Issue 4. High costs

2B.1.7. Solution? – **Better overview for billing errors, etc.**

2B.1.8. Solution?– **Community medicine, preventative health care programs to improve health, avoid hospitalization**

Recommendations

See above solutions.

Small Business (Round 1 Table C)

Discussion Notes

Barriers to Entry

- Tax implications to new business
- Cost to hiring new employees
- Lack of resources available to support ramp up of learning curve to business
 - Where to find this information?
- Space and location: who has available space and can provide at a low cost
- Taxes and fees (see below)

Regulations

Education of entrepreneurs

- Some incentives, but there are regulations on the incentives
- Educating them on technology and how it works, a lot of new business owners are not aware of all the technology that can give them an advantage
- Make legal services more affordable for smaller business
 - Most cannot afford it
 - Most small business owners do not know what different types of law there are and how different lawyers can help them
- Taxes and fees
 - Employers have to match SS tax that employees pay and most businesses do not realize it
 - State levies additional fees (drinking water fees)

Focus on Small Business

- Incentive programs are geared toward large businesses
 - What if they would come in and fail (the large business)
 - This is a barrier to small business since the focus is more on the large businesses

Business Attraction Program

- the state does not fund anything for attracting business
- purely on private sector
- this is like a fee structure
- if we keep going to businesses asking for money, eventually they will stop providing funds for a program

Sharing Resources with regards to a start-up – what is a solution?

Recommendations:

- 2C.1.1 **Overall solution: consolidate many of the resources the state and other agencies currently have to allow the small business owner to have a one-stop location to get information about how they can start-up their business**
- Business services for a company starting up (STATE)
 - Business start-up co-op (STATE AND LOCAL)
 - attorney and accountant providing services (bundled)
 - what is fee structure?

- Business counseling
- SBDC resources and their information need to be consolidated
 - CEI, MITC, etc.
 - All this information and the resources should be on a state website.
 - FAQ's for new business start-ups on the Maine state website.
 - Could this information be on a state website for the new business attraction, etc.?
 - Who would fund this?
 - Government? They already have no \$\$ invested
 - Must remove politicizing of the activity

2C.1.2 **Top Priority:** Simplification of Resources (STATE)

- Must identify and eliminate the redundancy in business sectors. Break things up into more manageable industry sectors
 - *Small Business Co-Ops by Business Sectors (see below)*
- an advisory council or the like to help the reps in Augusta understand and make decisions about new business
- get all resources bundled together
- get the business incubator centers marketed and get the word out these spaces are available
- make resources easier to understand

2C.1.3 Reach out campaign, community marketing (STATE AND LOCAL)

2C.1.4 Consolidation of Resources – what is out there, Community Awareness (LOCAL AND STATE)

- buying from Maine companies to support other Maine companies
- database of who is out there, what are the services or products from all these companies
 - who can maintain and update that database?

2C.1.5 Small Business Co-Ops by Business Sectors (STATE)

- coordination of seasonal business sectors so people can stay with one community employment co-ordination for year-round employment in Maine
 - this allows one person to work in different jobs, maybe different locations in Maine, in different seasons
- coordination of seasonal sectors to benefit business
 - shared expenses and resources
 - continual employment and benefits
- Additional Advantages:
 - coordinate research between business sectors
 - building rapport within a business sector
 - allows for best practices to be defined and disseminated to members of the co-op or businesses starting

Year-Round Economy (Table D Round 1)

Discussion Notes

- Surprised how many people piece together several jobs. Summertime jobs tend to be low-wage, service-oriented, no benefits. Fishing, worming, wood harvesting, wreathing, tourism.
- Traditional aspect to this, but look at where we are. State has relied on tradition a long time. Do we rely too much on our traditions? On the one hand, the state has retained something appealing to tourists and outsiders, but on the other hand tradition can be hobbling
- Maine has relatively high corporate income taxes. Low wages can be offered, and low employee turnover is standard in Maine. We're attracting call centers, etc. At high end, state is good location for semiconductors, etc, good for manufacturing but not R&D because don't have the education.
- State spends \$7 million/year in tourist attraction, and maybe 0 in business attraction.
- Need balanced economy, manufacturing as well as services. A small investment from the state, if it gets companies in here, can go back into the tax base, take a burden off of social services because people are employed.
- Visa thing: we can't get enough people to work here and have to bring in Eastern Europeans, so we don't get job benefits, etc. Will Dirigo help? Will business play ball with it? Health insurance has to be affordable for seasonal workers.
- Are there factors or structures that would help to encourage a year-round economy?
- Are we allocating resources to natural resources-based industry?
- Is this seasonal employment a lifestyle choice? There is plenty of work that goes on to prepare for the next season lobstering and logging. For many jobs it's not actually seasonal work. (myth of seasonality)
- Response to importation of labor: have state kick in small amount to help raise wages, which would keep people off unemployment.
- Most seasonal jobs are 'benefit-poor,' which puts you in a trap. Health insurance and savings are important to people with seasonal jobs. Maybe health insurance should be able to migrate with jobs, and not be tied to employment.
- Tax disincentives to self-employment
- S corporations, person taxed at individual rate while getting liability of corporation. 15% FICA tax, higher tax for self-employed. Need to know how to write off things as business expenses.
- Many self-employed people are also in writing, art, software, information tech, etc. Self-employment clearly differs from seasonal employment, but some of the benefit/tax issues are similar. Either you go without health insurance, or provide it yourself. Same pay-in to social security whether self-employed or seasonal.
- We sell the place that is Maine, but maybe need to sell the idea of time to enjoy living here. Tax and benefits aren't tied to the ability to make economic choices to do leisure here.
- It seems like sole proprietors do well, but as soon as you start to employ a few people, the tax benefits disappear, and people tend to move to NH or have troubles.
- Emptying of communities at end of season is another problem in terms of services, government, etc.
- How can year-rounders take advantage of opportunities in a seasonal economy?

Recommendations:

- 2D.1.1. State could spend more money on business attraction. Balance image and message with the tourist effort. Maine has terrible reputation as a place to do business, but the reality is that we're competitive, we just need to get this message out. And, the state could use the same selling points: "put your business in a place with lots of great recreational opportunities." This can be state, county, and local effort.
- 2D.1.2. Have affordable health insurance that isn't tied to a specific job or industry. This would help people who have multiple seasonal jobs or are self-employed. Also would help with innovation because people are afraid to leave big companies. Probably needs to be state effort.
- 2D.1.3. Focus on attracting business opportunities that allow people to telecommute. Can work from home, etc.
- 2D.1.4. Need to build small businesses that can operate in this environment. Need to identify the businesses and industry that can do this type of work. There may be a basic level of infrastructure that the state could invest in- high speed internet, etc. State, county, local efforts.
- 2D.1.5. We need human resources investment so that people stay in small towns and are productive members of economy and community. Probably needs to be grass-roots and local, because won't work well if administered top-down.
- 2D.1.6. Train people to telecommute. We have lots of distance education in this state, but much is elementary level, need higher-level and college-level to bring opportunities to smaller places. Train people to supervise telecommuters also. University of Maine can help with this. It has to be convenient, lifelong learning because otherwise people won't drive an hour for it. 2D.1.7. Since distance education works on economies of scale, it might be difficult to meet niche needs. Distance education needs to go into homes and businesses, not just university to university. State effort, state funding, university and community college stakeholding.
- 2D.1.8. Local efforts to maintain year-round sense of community and activity.

Networking Opportunities**(Session 2 Table A)**

Discussion Notes**The Challenge / The Pains:**

- Lack of resources in rural v. urban aspect of networking
 - Opportunities are different, trying to find it is harder depending on your area
 - Where to begin and look for networks
- Exclusivity:
 - "the same old faces" doing things
- Mentoring:
 - Existing programs?
 - What exists? Apprenticeships, internships
 - Affordability of non-paying opportunities
- Cost of Hiring
 - Hiring cost
 - Training
 - Benefits
- Small Business Training

- Lack of knowledge and awareness of resources. They are available, but they are not easy to find
 - Prevents people from enhancing their skills through training
 - Example, Department of Agriculture funds an LSAT review course, but not many people know about it
 - USDA has money for grants to small municipalities to improve their areas: example, snowmobile funding
- Business conferences not available to continue networking
 - There are not many in Maine, must travel to NY, Boston for major conferences or training
 - Cost of attending these out-of-state conferences is very high for smaller businesses
 - Even conferences in-state, will many people attend? Do they know about the conference?

Recommendations:

- 2A.2.1 Promote training opportunities (STATE)
 - i.e. Department of Agri has foreign language training to LSAT training.
 - Who would think to go to that department?
 - SOLUTION: Portal for information
- 2A.2.2. Portal (STATE)
 - Team of students and mentors to build a portal for users
 - The team can build website with more usability for the end user
 - Marketing, IT, database management to build comprehensive solution for state
 - Must keep it manageable, what is initial focus?
 - Small business?
 - Transaction based systems
 - Could businesses invest in the program?
 - MTI involvement?
 - Smart searches for the site
 - Town Meetings
 - Towns could have sites hosted?
 - **Problem: How many people are connected to the internet?**
 - **Connectivity is a big issue, high speed**
- 2A.2.3. Mentoring
 - Promote retired executive program, put this information on the portal
 - SBA program
- 2A.2.4. Internship/Apprentice Programs
 - Cost of supporting the program
 - Supporting the business
 - Build a pool at the state level
 - Incentivize businesses to hire
 - Educate companies on the value of internships
 - Give a business the value proposition on why it is important (cost of hire, train, benefits and termination of one employee v. “test-driving” an intern at lower cost, no benefits and they (the intern) is more inspired to work for the company knowing they may get a full-time position later on
- 2A.2.5. Individual (**State**)

- Grant opportunities for paying or non-paying positions
- Need awareness of business resources
- 2A.2.6. Organization among Chambers of Commerce and Rotaries (**COMMUNITY**)
- 2A.2.7. Phone resources
 - Way to reach out to those with web access
- 2A.2.8. Leveraging ITV (interactive television)
 - Use for training, communications
 - Additionally, use for networking

Business Climate/Cost of doing business in Maine is too high (Table B Round 2)

Discussion Notes and Recommendations

Cost of Business Problems:

- Too many permits needed to expand business, each with fees
2B.2.1. Recommendation/Solution – Consolidation of agencies “single point of entry for businesses”
2B.2.2. Recommendation/Solution – Cut requirements on businesses, so fewer permits, etc.
2B.2.4. Recommendation/Solution – Make it harder to start new programs, pass bills that require permits, fees
- Fees getting higher
2B.2.5. Recommendation/Solution - Cut fees
- Too much regulation, overlap on regulation – hard to know to deal with (OHSA? Labor? DEP? EPA? DHS? MR?)
2B.2.6. Recommendation/Solution – Consolidation of state agencies, “single point of entry for business”
2B.2.7. Recommendation/Solution – Website for businesses that would help business know what to do?
2B.2.8. Recommendation/Solution – Get the state out of the way, take money from “incentive” programs and give it back to businesses so they can expand
2B.2.9. Recommendation/Solution – Work with businesses on regulation enforcement
- DHS puts employers to work doing collection for them
2B.2.10. Recommendation/Solution – Have state reimburse employers
- Business Equipment Tax a disincentive to invest and grow business
 Business Equip. Tax on Purchase price, not on depreciated value, requires lot of inventory time, tax is assessed unfairly, some towns more aggressive than others
2B.2.11. Recommendation/Solution – Get rid of it
- To much standardization – all businesses treated the same
2B.2.12. Recommendation/Solution – work more one-on-one
2B.2.13. Recommendation/Solution – Use common sense! Trust people to do the right thing

- Too many people living off the state – costing the working class more and more.
2B.2.14. Recommendation/Solution – Look at these programs, make sure they are working – more regulation and accountability on state programs, not businesses.
2B.2.15. Recommendation/Solution – Strengthen enforcement on program fraud
2B.2.16. Recommendation/Solution – Look at unemployment program – has become a way of life for people.

Transportation Concerns

(Table C Round 2)

Discussion Notes

- Inadequate transportation routes
- Distance between employment and work
- Cost of Transportation
- Barriers for low-income population
- Distance of travel
- Questionable for “requirements for car” to work (requires justification and possibility discriminates against low-income families)
- 2nd and 3rd shifts
- DOT really disagrees with public transportation
- First priority seems to be highway, roads over public transportation
- Pollution
- Need to not get people to rely on the automobiles
- There is stigmatization around taking buses and for women a fear of taunting

Recommendations

- 2C.2.1 Work at home options to limit travel, flexible schedules
- 2C.2.2 Increase reliable high quality Regional Shuttles (includes IT capabilities, able to do work while driving)
- 2C.2.3 Prioritize public walking space and walking accessibility along major routes
- 2C.2.4 Identify and target particular populations (low income) and access transportation means
- 2C.2.5 Promote and support more IT tele-conferencing
- 2C.2.6 Increases Taxes
- 2C.2.7 Start with changing cultures by partnering with health, obesity campaigns, and environmental campaigns
- 2C.2.8 Develop customized shuttle based options based on elderly models, etc.
- 2C.2.9 Incentives companies that promote commuting options
- 2C.2.10 Create cheap car
- 2C.2.11 Bring in affordable airlines to compete with Southwest in Boston and New Hampshire

Discussion Notes and Recommendations**I. New or Expanding Markets with potentially strong fit to Maine****Issue A: Targeting Such Markets (in general)****State-level Recommendations**

- 2D.2.1. Identify emerging markets and trends (regional, nationwide, even worldwide).
- 2D.2.2. Be especially selective for those that could capitalize on Maine's image (Outdoors, Natural, High Quality). Products based on that image (e.g., Old Town Canoe, LL Bean, Tom's of Maine) have been proven successful in the broader, national market.
- 2D.2.3. Target business/tax incentives to those markets.
- 2D.2.4. Identify regions in Maine that could viably support (with a little help) those new markets – and enhance that region to do so.

Regional Recommendations:

- 2D.2.4. Identify emerging markets and trends (i.e., assist with state step 1 above)

Issue B: Specific Possibilities of Emerging Markets**State-level Recommendations**

- 2D.2.5. Environmental Sustainability Technology – Maine as a center for that industry. This could potentially use Loring, among other areas.
- 2D.2.6. Encourage out-of-state businesses to host executive training programs—with associated family activities—in Maine.

Regional Recommendations

- 2D.2.7. High-volume organic farming – market is expanding nationwide. Maine has some really good models (e.g. Wolfe's Neck). Although limited by growing season, Maine can master/apply/create technology and export that technology and/or training (in addition to products themselves). Maine can also pursue innovation
- 2D.2.8. Home schooling products and services – UMaine education department could get involved. Online marketing would greatly leverage.
- 2D.2.9. Ecotourism – 2-6 week programs that combine environmental education and tourism.

Issue C: By-products of existing industries**Local with State assistance; Recommendations:****2D.2.10. – Listed as**

- Biodiesel – currently ineffective in cold weather. Maine could focus on developing technology to adapt biodiesel to cold.
- Compost – made from salmon/blueberry/etc. waste. This is already being done in Maine—could expand or enhance market.
- Other “Waste” – actively explore alternative uses of industrial waste.
- State government incentives to encourage non-profits to locate in Maine. For example, discounted/free leasing of land could be provided as state match for the non-profit's existing funding base.

Topic Unidentified. (Round 3, Table C)

Discussion Notes

No background information was submitted.

Recommendations:

- 2C.3.1 (S) Leverage Technology
 - educate (long term benefits)
 - access to...
- 2C.3.2 (L) Leverage internships / schools to help companies get on internet at lower cost
- 2C.3.3 (S) Business Marketing \$ / prioritize message
 - quality of life
 - close community
- 2C.3.4 (S, L) Strengthen/ Grow existing businesses
- 2C.3.5 (S) Target Former Mainer's
- 2C.3.6 (S, L) Clusters of business to offer career paths
- 2C.3.7 (S, L) Invest in 'prepping' regions for business / economic growth
 - tools to succeed
 - 'urbanize'
 - infrastructure (facility, etc.)
 - tax breaks/ incentives

* Add value to products made here (lobster)

LENS 3 FOCUS QUESTION:

"WHAT CONDITIONS ARE NEEDED FOR YOUNG ADULTS TO REALIZE THEIR GOALS FOR A HIGH QUALITY OF LIFE WHILE ALSO BECOMING INVOLVED IN THE COMMUNITY LIFE OF MAINE?"

Overview of Sessions.

Within this Lens, fifteen topics were identified by participants as issues for discussion. Each topic was assigned to a workshop time slot. The following pages contain the discussion notes and recommendations from each session. The notes are for participant reference and their meaning is not always evident to readers who were not present. Thus, the recommendations should be considered the clear statements from participants and notes only used to gain a general understanding of the context of the discussion.

Land Use (Round 1, Table B)

Discussion Notes

Developed v. natural

- Privatization of lands in northern Maine
Land ownership patterns. Large corporate ownership. Concerns of the people who live/work in area have a say in what goes on in their region. Since homes/property owned by paper company – people more likely to leave and less likely to sustain their homes. There is less personal investment in community. Quality of life is attached to sense of community. What level sort of empowerment exists – it is likely that local government and business is in bed.

Recommendations:

- 3B.1.1. Land Bonds – state action.
- 3B.1.2. Increase in public ownership with clear ecological legal provisions.
- 3B.1.3. The role of land trusts. Support policies and groups that sustain Maine's northern forests. Sustaining Maine's forestry industry that has a long term interest in Maine is critical.
- 3B.1.4. There is a role for regional planning.
- 3B.1.5. Promote affordability for individuals in traditional communities. The importance of watchdog NGO's – to ensure federal and state regulations are enforced.

Sprawl

- Growth caps cause people to move to another community, pushing development out further. Much development occurs on the edge of communities. Zoning.
- Why is it cheaper to build new then refurbish existing buildings.

Recommendations:

- 3B.1.5. Investment in community infrastructure; AKA infill development.
- 3B.1.6. Mix-use zoning. There need to be incentives for downtown development (example – McDonald's in Freeport).
- 3B.1.7. Importance of regional planning.
- 3B.1.8. Importance of education of citizens – regarding the causes and the connections to zoning.
- 3B.1.9. Grants/loans to homeowners for creation of affordable housing in existing housing (ie apartments in attics/or existing buildings).

- 3B.1.10 Incentives for locally owned businesses.
- 3B.1.11. More strict regulations for certain size businesses. Larger businesses are more likely to get variances, since they are more large employers, so no breaks for big businesses, the need for a more level playing field.
- 3B.1.12. Traffic calming, green space connectivity – DOT needs to focus more on this area – more trails/walk – bike-ability (Bangor doesn't allow bikes to be ridden downtown?!?).
- 3B.1.13. The importance of strengthening regional government – they need to be empowered and funded!!
- 3B.1.14. The tribes need to be empowered and allowed to have a greater say in sustainable development (such as ensuring their traditional uses of the land are considered).
- 3B.1.15. Strategies to preserve working landscapes (fishing, forestry, farming), strengthening tax breaks, zoning, conservation easements.
- 3B.1.16. Overall creation/overhaul of state zoning laws – the state needs to help communities create form-based codes and help them cater to their own local needs.
- 3B.1.17. State funds are needed for community spaces – ie community gardens, parks.
- 3B.1.18. The importance of public transportation – connecting towns – perhaps use school buses as a community bus system a good way to get public transportation in more rural areas.
- 3B.1.19. Perhaps there should be a second home tax.
- 3B.1.20. There is a need for tax incentives for building renovations. How do we structure policy to get people to use decrepit areas with old/existing structures? Also, there needs to be less stringent regulations for those renovations. Education of lenders of the importance of supporting projects with mix-uses. Additionally, the Finance Authority of Maine needs to focus more on refurbishing existing buildings. Examination of state and federal grants.

Related Issues

Traditional neighborhoods

Sustainable development

Sustainable agriculture

Housing

Exploitation of natural resources

Who is exploiting?

Mainers?

Urbanization patterns

Lack of regional planning

Development patterns

Lack of public transportation

Consumption patterns – who's consuming?

Gentrification – land availability

Access to land for traditional uses – fishing, farming, forestry

Arts and culture (Round 1, Table C)

Discussion Notes

- Nat – presenting programming that is interesting and affordable for young people; people in Portland don't nec. Have the disposable income to attend theatre...is this just Maine?
- Bjorn – perhaps it's priorities. It seems easy to spend money at a bar
- Angela – perception needs to change; elderly people seem to attend; people think art is created for old people; education needed about what's "cool."
- Kim – Space Gallery has changed that in Portland; they offer accessible programming, art gallery, raves, concerts
 - All galleries are open for free on Friday nights
 - Openings take place often on these nights
 - Those nights seem to bring people out
- Jennifer – big part of it is advertising; don't have the funds to advertise; theatres will advertise where the audiences already are; could the advertisements appear on radio stations young people listen to...WCYY was mentioned
- Where do people learn about arts?
 - Read newspaper
 - Radio – I listen to cool music, so those stations
- Schools need to focus more on arts than they do
- Example in university setting
 - Restaurants, kiosks, lack of community space where flyers may appear
- Rural area has had success in bringing arts to people by bringing artists into schools; now getting people out
 - Get art into restaurants where people were already going
- First thing cut from schools and nonprofits is arts programs; hard to sustain
- Local economic development council is a resource
 - Funding available for arts programs; an increase is needed
 - Make the link for gout between arts and economy
- Money, artists/musicians can't work for free
- Is access to arts a fundamental right; is gov't to provide it for us? Are we willing to support the arts as well? Philanthropy is very important, too.
- Individuals need to take initiative to support arts; education is needed that funding towards nonprofit arts is important from individuals
- If you build it, they will come. Space Gallery sounds cool; what are the chances that we can promote that, or build that in other parts of the state
- Initiatives are starting throughout the state in connection with developing partnerships with private and public businesses
- Start "doing" people come; connections need to be made in terms of economic impact
- Arts orgs. Seem to have short life span; two theatre companies closed at once
- Government support can help arts organizations sustain their existence
- Organize friends to participate in four arts activities in a year; expose our friends, educate in a one-on-one way for philanthropy; make a pitch to friends
- Creative economy conference indicated that critical mass is important; through communications we can create our own critical mass; how to communicate?
 - One example is an organization that books events in rural areas, multiple venues

- Groups in Maine love to say “coming from out of state”
- Even with a full audience, arts may not be able to afford to stay running
- Government funding important, but also young philanthropy
 - Matching grants are also a good idea

Philanthropy is also volunteerism, esp. for people without money

- If nonprofits promote volunteerism, that would be good, too
- Young people can be brought in by giving time, but then they may give money
- Educate businesses that they can educate new employees either through matching or giving programs – young philanthropy education could begin at a job level
- Cable television provides money to city council – that money is available – how is that being spent
- Banks have requirement to invest in community
- Salary, stability for those employed by arts
- Make technical assistance available to work with nonprofits
 - Business of the arts is often run by artists
 - If artists learn business skills, sustainability becomes possible

Healthcare access for those employed in arts

- Networking between successful artists running a business
- Community needs to feel a part of its arts organizations
 - Organization can take a lead in getting young people involved
 - Families and friends come to feel ownership
 - Schools need to take part in fostering community relationships by offering credit
 - For participation in community arts programs

More government funding

- Schools cut arts first; outside arts education needs to be recognized by education system
- Venues – esp. in small communities; look for what’s already there and approach those businesses to try and use restaurant as theatre space, or nontraditional use of space
- Arts are currently separate in our country
 - Inject arts back into mainstream life as a culture, as a nation
 - Have public art, local banks feature artists
 - Other businesses can offer similar programs
- Arts need help from government for both funding and government point of view
- Our responsibility to get the message about the arts out
- Find what we have in local culture to foster appreciation for outside work as well. Pride needs to be built around what we have already.
- Community cultural plans indigenous arts
- Focus on contemporary art
- Look at Bangor as example, Folk Festival, Shakespeare on the River sparked waterfront focus
- NFF volunteers – 100s of people come to volunteer; opportunity to connect with these volunteers; organizations need to share volunteer staff and information about volunteer availability
- Government attitude needs to know it’s a big issue for youth
- Need to be more entrepreneurial when opportunities come up for cultural opportunities with national recognition
 - Need to think less locally, and more broad

- To retain and attract youth, arts and culture are important; outdoors is important, but we need culture
- Need to elect leaders that care about the arts; make sure people who lead are speaking to these issues
- State agencies need to think about how to leverage opportunities that come in connection with outside arts influence
Restaurant created by Empire Falls is a great example
- Subsidies needed for film companies

Recommendations:

[Note: S = State level; L= Local; R=Regional)

- 3C.1.1. S- Individual participants in REALIZE!™ Maine conference make a commitment to take peers into arts-related activities; go to four events this year or visit galleries, participate in something arts-related, and discuss the need for philanthropy from youth audiences.
- 3C.1.2. S - Government funding for arts is absolute necessity in creating and sustaining arts and culture related activities
- 3C.1.3. S – Government funding for health care for artists
- 3C.1.4. L - Make sure local communities and agencies are keyed into what’s happening, both from an awareness and funding stance
- 3C.1.5. S - Establish an initiative that provides technical assistance to help run an arts business
- 3C.1.6. S – Have an artist in residence program for state
- 3C.1.7. S – Bring arts into mainstream education
- 3C.1.8. S – Establish incentive for nonprofits to have education outreach programs
- 3C.1.9. S – Establish incentive for collegiate system to be part of greater community arts and culture activities
- 3C.1.10. S – Keep non-censorship as part of Maine Arts Commission mission
- 3C.1.11. S, R, L – Make part of taxes go to arts funding
- 3C.1.12. L – Include arts and culture in economic develop strategies; downtown revitalization includes arts
- 3C.1.13. S,R,L – Elect people who are passionate about what you are passionate about
– Organize artisans in voting
- 3C.1.14. S,R,L – Create barter system amongst arts organizations
- 3C.1.15. S,R,L – Institutionalize visual art lending programs that Portland Public Library currently offers
- 3C.1.16. S,R,L – Make arts more accessible for low income individuals
- 3C.1.17. S – Include arts and culture in tourism marketing; capitalize on Maine’s connection to art world
- 3C.1.18. S,R,L – More funding for beautification and public art
- 3C.1.19. L – Individuals should look into sitting on arts and culture boards of directors; start one if one you want doesn’t exist
- 3C.1.20. L,R,S – Universities should offer business courses for artisans to learn arts administration
- 3C.1.21. S – Support programs like Women, Work and Community to assist artists in business learning
- 3C.1.22. L (S) - Designate person as arts liaison at a city level; that link can help connect arts people with money people; Maine Municipal Association may be able to help

- 3C.1.23. S (L) – Seek means to initiate a voluntary mandate for boards to include a seat or two for young people, also as a means to cultivate new donors as the population ages
- 3C.1.24. L,R,S – Arts organizations should network with each other
- 3C.1.25. L,R,S – Create places for youth to congregate; encourage “coffee shops” for poetry readings and meeting places as part of economic development of communities. Even Bangor doesn’t have this type of business in a successful way.
- 3C.1.26. L,R,S- Connect arts to overall community involvement
- 3C.1.27. L – Connect college community to local community and vice versa, even at high school level and below

Government (Round 1, Table D)

We are going to talk about

- a) people being involved in govt. gender, race, class and
- b) what govt. can do to set conditions for involvement.

- How does govt. work? Isn’t taught well in schools.
- Town meetings...people don’t attend. Why? How to get people to come?
- Getting information out to get young people involved. How do to do this? Things besides voting.
- Peers want to hear from peers.
- People need to feel government can do something for them and they for government.
- Get into the schools.
- Get kids out of schools.
- Not enough respect for people who work in govt.
- On Cranberry Isles kids have to go to town meeting.
- Civics curriculum. Could beef up the existing requirements. Part of the requirement should be getting them involved in community decisions.
- Why is interest in Boys and Girls State, etc. down?
- Decline in town meeting attendance is down. How to improve attendance...engage the people that are coming into Maine.
- What can kids do before they are of voting age? Look at other models.
- Revival of town meeting...goals of town meeting?

What about a forum where towns explain how it works...

- How to make govt. sexy...
- People scared of revealing themselves by running for office...
- People need to be asked to participate more. We need to ask more people.
- Tax problems and the anger associated with it effects the whole attitude of town meeting and merits of projects aren’t considered...
- Concord, MA made a huge effort and doubled participation in town meeting.
- When people are tired it’s hard to participate.
- How to get people to understand the compromise aspects of govt. as opposed to the confrontational aspects.
- Get media to cover town politics more...

- Baby sitting, to get more people to town council meetings.
- People who participate are either bored, or reactionary, trying to prevent change.
- If you are a renter why worry about property tax?
- It's actually really easy to get word out about something in the local paper...

Recommendations

State Level

- 3D.1.1. Department of Education ought to put extra effort into civic participation in order to habituate participation in local government.
- 3D.1.2. More grant money that support and encourage government involvement.
- 3D.1.3. Revitalize the town meeting campaign. Prepare people for the meetings. A statewide campaign? Could there be state support for transportation to it? Baby sitting? Have agents of the State government, including the Governor come out. Emphasis on young people... Smart marketing.
- 3D.1.4. Improve the technology for participation. Local message boards. Participation in town meeting through technology. Effort to connect local and state issues. Clear about how an issues rises from local to state, or descends from state to local.
- 3D.1.5. Get two hours off from work to go vote. Include high schools and colleges so 18-22 year olds vote.
- 3D.1.6. Set age group goals for voting. Percentage of young people, all people. "Take your parents to vote" campaign. Increased PR

Regional

- 3D.1.7. Regional is county level and it's ineffective. What to do? Some of the local suggestions below will apply at the local level. Communicating/sharing info. Between towns at county level.
- 3D.1.8. Emphasize, at a regional level, community meetings as a form of entertainment.

Local

- 3D.1.9. Young community leaders should organize. Reach out... We should get together and figure out what to do.
- 3D.1.10. How to get institutions to take young people seriously.
 - Get local groups involved in local issues into the schools talking to kids about what they do. Some schools have arts festivals they should have community service days that aren't just about picking up garbage, but are about learning why people are passionate about creating change.
 - Teach people how to form your own action group.
 - Make it cool to talk about politics- get leaders to mingle as leaders more.
 - Registration drive in the school. Have students run a registration drive.
- 3D.1.11. Town listserves saying what's going on in the town and what the local issues are. Organize potlucks to get the post college group. Anything "Free."

Education (Round 1, Table E)

Discussion Notes

- affordability of education
- no international degrees
- tuition increases – accessability
- graduate level courses lacking – retaining grad students
- cost of living – in conjunction with being a student (broke)
- everyone who doesn't want to be a nurse has to leave – availability of field.
- Job availability post grad programs
- Loan forgiveness
- Lack of diversity in the student body (class, race, religion ... etc)
- Teaching cultural power – equal with economic power
- Negative attitude towards staying in Maine and getting a job.
- Quality of education
- Employer/Grad program relationship
- grad school v. no grad school
- no encouragement to come back
- the idea of 'more prestigious' out of state schools.
- Open their minds to diversity
- Loan repayment – from anywhere – back to Maine, in industry needing people
- Bringing talent to Maine ... no matter where you are from.
- Bringing talent BACK to Maine... returning from college.
- State maintained small business job database.
- Mentoring programs from Alumni to under graduates.
- How to foster success – promoting higher and greater aspirations
- Healthcare expenses by universities – cost driver for tuition (single payer)
- Degrees not matching state needs.

Recommendations

- 3E.1.1. (s) – more graduate courses, online access to these degrees.
- 3E.1.2. (s) – *using technology to get higher education to rural areas*
- 3E.1.3. (s) – marketing the research, education and projects... let people know.
- 3E.1.4. (s) – create partnerships with universities to increase diversity of students, courses, faculty administration.
- 3E.1.5. (s) – inspire the idea that this is a great place to be.
- 3E.1.6. (s) – have the means to bring diversity to the state
- 3E.1.7. (s) – fund loan forgiveness and repayment program
- 3E.1.8. (s) – establish exchange programs ... both study abroad or away... or web based to accommodate non traditional students.
- 3E.1.9. (s) – state pressure on ums to increase graduation and retention rates
- 3E.1.10. (s) – alter university mission so the opportunity to be educated, to lead your community after your education is the mindset of more students
- 3E.1.11. (s) – integrate higher education programs with high school, elem. Schools.
- 3E.1.12. (s) – fund internship programs, then give tax breaks to biz who hire from those programs.

- 3E.1.13. (s) – encourage entrepreneurship
- 3E.1.14. (s) – peer outreach programs – college students appearing in local schools
- 3E.1.15. (s) – statewide zero tolerance of discrimination w/ accountability at all levels.
- 3E.1.16. (s) – healthcare system specific for state educators.

Health/Healthy Living (Round 2, Table A)

Discussion Notes

- Health insurance: incentives from businesses to buy wholesome foods
- Availability of healthy foods at chain foodstores
- Support local agriculture: incentives for businesses to use
- Food stamp use for local and organic produce
- Addressing wholesome foods in schools
- All public health issues: obesity, std's, diabetics
- What are the barriers to health care?
- Pedestrian, bicycle use encouragement
- Tax breaks / discounts for folks who join fitness clubs
- Publicity of existing state insurance programs available for young Mainer's
- Encourage preventative maintenance
- Deductibles are to much
- Who are the uninsured 20-34?
- Consumption of candy/soda in schools—results in a cycle of unhealthy consumption
- Incentives to businesses to offer programs promoting healthy living to their employees
- make healthy food affordable and accessible
- Educate about health at a young age and back up academics with healthy practices
- Encourage people with: public service announcements, free state and national park passes
- Mindsets: people think it is to cold to exercise in the winter, good food is expensive
- Make farmers markets more visible
- Why doesn't the state house cafeteria offer locally grown wholesome food?
- A garden at every school in the state, and integration into education—community gardens (grants and local gov't support)
- Encourage pick your own farm stands
- Connect on internet for rundown on issues
- Mental health
- Women's health
- Drug and alcohol abuse
- DEP step up

Recommendations:

- 3A.2.1. Universal healthcare (group says, “okay to raise taxes!”)
- 3A.2.2. Internet connection (state)
- 3A.2.3. Better promotion of what we do have (state)
- 3A.2.4. Traveling health clinics, giving access of services in communities without (regional)
- 3A.2.5. Partnerships with schools and local farmers (local) [1 vote]
- 3A.2.6. Set up community gardens (local)
- 3A.2.7. Stop exporting resources that we also import, such as potatoes (state)
- 3A.2.8. Insurance companies and individuals negotiate healthcare (state)
- 3A.2.9. Encourage local policy for healthy living (local)
- 3A.2.10. Reexamine school based health clinics and food served in schools (local)
- 3A.2.11. Encourage state and local government to develop infrastructure that is conducive for pedestrian and bicycle use
- 3A.2.12. Funding for mental health and substance abuse counseling
- 3A.2.13. Incentives to the insured for buying healthy foods
- 3A.2.14. Encourage people with: public service announcements, free passes to state parks
- 3A.2.15. Opening lines of communications between state agencies and health care officials (state)
- 3A.2.16. Health care providers need to be competent with cross-cultural health issues

Rural/Urban (Round 2, Table B)

Discussion Notes

- Age group leaving rural areas, moving to urban
- Lack of services in rural – dental, etc
- Definition of quality of life
 - scenic, safety, etc vs services, jobs, “action”
- how do you find a balance in rural areas between industry (jobs) and maintaining nature?
 - MBNA
- Technology to make operating in rural areas work,
 - high speed internet
 - satellites
- Sprawl concerns
- Governmental control – laissez faire or intervention?
- What are appropriate business models?
 - local co-ops – does town have control?
 1. How does it work in urban vs rural
 2. How does it fit with established culture
- Where else do they spend their time? Vacation? Work?
- Maintaining local business, esp. farms
- Ties between industry and local products
 - refrigeration
 - transportation
- MAINTAIN VALUES THAT MAKE MAINE UNIQUE
- Are cultural heritages of Maine and its natural beauty worth a lifetime or a vacation?
- Part of culture is poverty – celebrate?

- Observers are not integral Part of community
- Empower real, authentic culture
- Creativity stems from necessity of side business
 - spur entrepreneurship
- Regionalization/consolidation threats? Already a reality
- University consolidation – community identity
- Economic development strategies too different between urban/rural
 - new methods target rural development
 - Pine Tree Zones
- tourism – bundle and connect rural and urban tourist attractions
- free association of Maine: lobster... lobster... lobster.. WHAT ELSE
- migration of young people to cities damages rural communities, not just jobs
 - hospitals threatened, etc
 - school districts
 - penalties for losing students
 - Need - based migration / only option (higher education, healthcare needs)
- migration temporary? People moving back and forth
- regions must work together as a coalition to see results
- decision for regionalization by state vs by natural local cooperation
 - within region vs mandate

Recommendations:

- 3B.2.1. *database of willing participants to supply a rural voice*
 - pay gas?
- 3B.2.2. *rotate sites of meetings to encourage local involvement*
- 3B.2.3. *bring people to rural areas*
- 3B.2.4. *youth exchanges between schools – cultural exchanges – rural vs urban*
- 3B.2.5. *shift some focus from foreign exchange*
- 3B.2.6. *rural areas lack infrastructure for economic development*
- 3B.2.7. *expand theory of teacher forgiveness to work locally to other industries*
- 3B.2.8. *sustainability – feed ourselves*
- 3B.2.9. *funding for cultural identity – maintain character*
- 3B.2.10. *University system – research on solving*
- 3B.2.11. *Tourism WITHIN the state*
- 3B.2.12. *Promote the idea of not just a visit, worth a lifetime*
- 3B.2.13. *Theme – rural and urban development should not be colonial*
- 3B.2.14. *Encourage in-state commerce (Maine restaurants use Maine potatoes, etc)*
 - o student movement
- 3B.2.15. *concentrate on preventing school regionalization, only regionalize essentials – maintain community identities*
- 3B.2.16. *ensure rural voice EVERYWHERE*

Top Items From Recommendations

Rotate meetings

Regionalization should be a conversation amongst communities, not fusion

Rural voice on all issues

No financial penalties for youth out-migration

Tourism within state

Visit new places within states as ambassadors

Advanced technology centers around state

Supporting creative economy in rural Maine

Housing (Round 2, Table D)

Discussion Notes

- Heather -- Buy land where employed – has been renting in coastal area for a long time.
- Jeremy – Building a home with wife, without mortgage, environmentally-friendly
- Kelly – Housing development for Coastal Enterprises
- Kate – Just bought a house – frustrations with
- Gabriel – looking to buy house/land in area where she lives; also interested in working with state to do affordable housing in area
- Adam – architect – designs housing including affordable housing; moved back to Maine to be able to afford housing but now works in Mass
- Sam – housing & jobs
- Jesse – lives in expensive place – how do young people get started; also interested in green design
- Bob – token old guy, town manager of Rockport – virtually impossible for most people starting out to buy property in the town; personally and professionally – big issue especially for coastal towns to keep young people, vitality, families coming in
- Alisa – from Maine, went away, have come back and have had to rent; lives in Waterville area and that's getting priced out of her league; housing costs rising at a much faster rate than income – how do we get that to equal out?

Why have housing costs increased when income levels haven't increased?

- dot-com boom drove the market through the roof for people who live here.
- disposable income crowd
- different tax rate for people who have second homes? How do you do that without penalizing people who've had second homes in their families for years?
- this would necessitate changing the Maine constitution
- homes in coastal areas cost a lot – this makes money for Maine folks, but also prices out the young people & local people who want to live here – this is a catch-22
- NIMBY – what is affordable housing & get rid of the stigmas/misperceptions
- what about financing for people to don't meet the low-income eligibility standards
- problem with affordable housing: constructed with federal grants that have a lot of requirements tied to them (i.e. income requirements of less than \$18,000 per year which is set based on a statewide level, but doesn't reflect the incomes on the coast – it's unrealistic)

- average home in Rockport area is \$275,000 – for a small home
- low turnover – lots of summer homes that don't sell
- when people are renting they are more transient – when people buy homes they commit to community – towns should want younger people to come and to stay; towns conduct demographic studies and if there aren't younger people there come up with a strategy for getting young home ownership.
- maybe income levels for affordable housing aren't
- North – lots of deteriorating affordable housing; there are no jobs
- what is a view worth – open space nearby and what does that do to property values
- everything is market-driven right now – all of the prices
- today people are going more in-debt to own a house/land
- if everyone bands together we can lower property values by making our houses ugly!
- what is affordable housing? Standard practice is that it's 30% of gross income. Is this realistic? For us it's really hard to pay 30% toward housing when you also have debt from college, are trying to save money to purchase, have health insurance, other high costs of living.
- also hard for low-income senior citizens to afford to maintain their housing

growth in baby-boomer populations

- how do we get towns to want affordable housing?
- maybe “youth housing” would have less of a stigma than “affordable housing”
- NIMBY-ism – not necessarily a bad thing because affordable housing needs to be at an appropriate scale and appropriate to the community that it's in. So community should be involved in discussing types of development that occurs.

Recommendations:

- 3D.2.1. tailor income requirements for housing assistance based on region (incomes are different in different regions) (St)
- 3D.2.2. tax breaks for younger families that purchase their own home (homestead exemption is one example of this) (St)
- 3D.2.3. tax write-offs for renters (existing write-offs are based on income – it should not be based on income but should be across-the-board) (St)
- 3D.2.4. down payment – different system to offer low/no down payment options (Local – lending institutions; St --)
- 3D.2.5. conversation at state level about how properties are valued – how those values are set (right now it's totally market-driven) Standardization – towns in the same region should have the same system of valuation. (State & Regional)
- 3D.2.6. affordable housing groups purchase/build housing stock that's maintained as affordable in perpetuity – regulations keep the price increase at a certain percentage (it's hard to make this happen right now – often towns don't want it, people don't want it – there's a stigma) (Regional/Local)
- 3D.2.7. regulations so that towns will approve affordable housing (or to enforce) (Local)
- 3D.2.8. local government zoning: allow multi-family housing, cluster, in-law apartments, infill development (Local)
- 3D.2.9. more education for towns about who affordable housing would serve and why they should want to bring those people to their communities – to overcome NIMBY-ism. Educate people about what affordable housing actually is – what it could be. (State)

- 3D.2.10 age-restricted housing – currently we can only do that for aged 55 & older. Why not do it specifically for younger people? (through Maine State Housing Authority) Make this a special program for development of “Young Housing.” This could also help to create sense of community for young people in communities where there aren’t many young people right now. (State, Regional, Local)
- 3D.2.11 To explore: is there a connection between paying high rents or having home ownership and relying on state services; this could be an incentive to state to encourage more home ownership (State)
- 3D.2.12 Tax incentives to businesses that offer housing incentives to employees (State)
- 3D.2.13 Pine Tree Zones – amend them to include affordable housing (State)
- 3D.2.14 Do something about property taxes!
- 3D.2.15. Balance taxes: 1/3 property, 1/3 income, 1/3 sales (State, Local)
- 3D.2.16. More MSHA support for other things besides first-time home purchases (i.e. moving on to second home) (St – public/private partnership)

Community Involvement (Round 2, Table E)

Discussion notes

- Volunteerism
- Making friends/new relationships as adults in new areas
- How to keep those who leave involved in the community – is it possible?
- Youth volunteerism on nonprofit boards of directors
- Mentors in the community for younger people in order to draw them in
- How community involvement can be manifested?
- What is community involvement?
 - Volunteering
 - Shopping at local businesses
 - Attending community events
 - Paying attention to your community
 - Making new friends in different areas; making connections with people
 - Voting
 - Working with organizations, unions, churches, political groups, VFWs, health-related, arts and culture-related organizations, nonprofit boards, community based organizations, education groups/schools, trade associations, MOFGA, artist societies, historical societies, museums, retirement communities, youth organizations, city councils, local government, social service organizations
- Barriers to getting involved in organizations, hard for younger people to become involved. Resistance from older people to invite younger point of view, change may be unwelcome. How can we break down those barriers.
- Target young people who are already involved
- Barrier – Elimination of downtowns means loss of centrality in a community; hard to find where to start. Communities need a hub, or community center where to find opportunities
- Public space is so important. Malls are not conducive to public meeting
- Low minimum wage is a barrier to community involvement; most people need to have two jobs, and then they don’t have time to give as volunteers

- Transportation, or lack thereof, keeps people from getting involved
- Climate/weather is a barrier in Maine
- Individualistic character in Maine
- Paradox – we’re too busy as consumers that we don’t have time to organize ourselves within the community
- Coaching programs for older kids to coach younger kids in sports
- Getting involved in the community can make community be the magnet
- Starting at young age makes youth learn about themselves and the community in an indirect way
- Use TV media ad to encourage volunteerism at a young age, but be inclusive to the older community as well
- Students can recruit other community volunteers to help
- Transferring experience holistically into life (local shopping...)
- Stores as advertising relative volunteer organizations
- Space provided by local businesses for meetings
- Supporting local business drives more local business as more of money spent is recirculated into the local economy
- Business partnerships with awareness of local issues for education and discussion, and make it affordable
- Community encourages someone on unemployment to volunteer
- Offer tax incentives for volunteer hours
- Volunteer hours for food
- Create and Support Org. like Americorps/Peacecorp; need sustainable support
- Setting up a Maine sponsored volunteer corps that’s not federal
- Make sure basic needs are met for welfare
 - Volunteerism can serve as job application for unemployed
- Reinforce use of volunteers and their value to orgs.
- Encourage businesses to have programs to reward employees that volunteer; allow employees to be paid for their volunteer time elsewhere
- Anthem lightships as example – volunteer hours turn into monetary donations
- Attend events in organized fashion/groups
- Speak out more, write letters to the editor to local paper; find public voice; buy local paper
- Know who your legislators, state and regional, and who you can go to with your voice
- Contribute to the land (local)
- Using technology to get the word out about volunteer opportunities – volunteermaine.org exists, but word needs to get out about it

Recommendations:

- 3E.2.1. S,R,L - Include youth in decision making at government level
- 3E.2.2. S – Increase minimum wage, access to healthcare, food and daycare, to give people more time, better quality of life; poorer people are usually volunteers because they are those that have benefited from nonprofit programs
- 3E.2.3. S,R,L – Encourage businesses to give time for volunteering if can’t give money, be flexible with scheduling; or, give monetary reward for volunteering either to the employee or to the organization where s/he volunteered

- 3E.2.4. S – Maine should look into community learning centers federal program for funding to use schools as resources for community learning centers. Examples in Portland Library, brings in revenue; information commons in university libraries
- 3E.2.5. R (S) – Create mandatory community service project (or service learning) at the high school level would get kids involved in community “before they leave;” also develops habit of taking care of your neighbor and others in the community. Could happen even earlier than senior year.
Large impact can be made at an earlier age.
In Colorado, started at age 12
- 3E.2.6. S - Idea – create a community recreation center. State hire an architect to create space for community gathering place, high school age kids, provide activities. Make a plan for spaces and build eight or ten identical facilities throughout state. Would be asset to community.
- 3E.2.7. L - More formal discussion is needed in getting youth on boards and in local government
[Board Network is an organization that helps connect people to boards]
Get youth involved in community foundations, create mentoring programs
- 3E.2.8. S – educate through TV commercial the importance of youth involvement in community
- 3E.2.9. S – Individual participants in conference should keep eyes open for opportunities for youth to lead initiatives for youth
- 3E.2.10. L – Encourage cities and towns to have a bulletin board type place in town center where information about opportunities can be posted
- 3E.2.11. Create youth directory of resources and opportunities for community involvement
- 3E.2.12. Youth-led training to teach adults how to include youth

Transportation (Round 3, Table A)

Discussion Notes

Barriers

- Lack of safe biking routes
- State wide trail system
- not well marked trails
- cost of flying in and out of state
- no regular flying service w/in our state
- public transportation-rural areas
- train service-reliability/freight
- bus transportation
- revitalize main streets/local shops for more attraction
- ski towns
- encourage tourism
- safer traffic lanes for bike travel
- Pedestrian/bike friendly roads
- rails to trails
- East-West Highway
- I-95 North

- DOT widening roads when not necessary
- Over-engineering rural roads
- Moose/Wildlife Safety on roads
- Importing/Exporting (Forest Products/Potatoes)
- In favor of expanding I-95
- Inadequate road care
- Care of roads in different parts of the state-better in Southern Maine then Northern Maine
- Paving Stuff that doesn't need to be done-better prioritization
- Exits-disconnect between land use and transportation needs
- New exits made state seem larger then smaller
- school bus combined with the public transportation (community busing)-rural
- fuel efficiency

Recommendations

- 3A.3.1. S-More incentives for lower cost of flying
- 3A.3.2. S-Inter-state flying
- 3A.3.3. S-incentives for transportation to provide better services throughout the state for businesses
- 3A.3.4. S-road plans that include bike friendly lanes-DOT
- 3A.3.5. S-Better planning by the DOT for roadways
- 3A.3.6. SRL-school bus combined with the public transportation (community busing)-rural
- 3A.3.7. L-increase #of sidewalks
- 3A.3.8. L-encourage bike paths in town
- 3A.3.9. SRL-Better connection between land use and transportation needs
- 3A.3.10. S-Research alternative fuel sources- bio-diesel distribution system
- 3A.3.11. R-ways to better export for forest & agriculture products from Northern Maine
- 3A.3.12. S-Incentives for businesses to use lower emission vehicles and fuel.
- 3A.3.13. S-Look at different examples from other states that use other ways to encourage incentives to export products along with keeping businesses in Maine

Family (Round 3, Table B)

Discussion Notes

Issues:

- Cost of living
 - Income
 - Affordable Housing
- Activities
- Health Care
- School Consolidation (Access) – Rural vs. Urban
- 2 incomes
 - to cover health insurance
 - child care issues
 - household expenses
 - Lack of time for family involvement and time

- Infrastructure doesn't exist in rural ME
 - Sidewalks, parks, recreation programs, etc.
- Geographic
 - ER and other services spaced too far away
 - Museums and other educational/cultural opportunities
- Without the FAMILY there is no Maine – bring in the young adults (singles & couples), if they start a family here (raising kids) they are less apt to uproot that family from Maine.
- Non traditional Families
 - Single families
 - Domestic partnership

Recommendations/Solutions:

3B.3.1. Communicating more effectively the resources/programs currently available (State, Local, Regional)

- Enhance maine.gov
- Better search system
- Relocation package
- Publicity covered in: Print, TV, Radio, ETC.
- Involve younger people
- Links to local activities/organization/chambers

3B.3.2. Continue to promote ME for tourism, but ALSO as a great place to start/raise a family. (State, Local, Region)

3B.3.3. “Maine, a place to live and work” (State, Local, Regional)

3B.3.4. Public/Private partnership for child care (Regional, State, Fed, Local)

- Government helping businesses have onsite child care
- Make it part of welfare program
- Evening/overnight childcare for round-the-clock businesses.

3B.3.5. Make rural ME more livable (Regional)

- Access to services
- Improve infrastructure
- Building community/networks to naturally assist

3B.3.6. Childcare – over regulation (State, Local, Regional)

- Insurance safety vs. affordability

3B.3.7. Housing (State, Local, Regional):

- No re-evaluation until resold
- 1st time new home buyer loans
- More comprehensive & communication of available programs
- Student loan/mortgage circuit breaker (instead of paying both at same time)
- Public awareness initiative – community/public outreach of programs similar to habitat for humanity.

3B.3.8. Domestic partner recognition & benefits (State)

Recreation (Round 3, Table C)

Discussion Notes

- ‘lame state’ idea
- mismatch of peoples interest and options for recreation
- four seasons recreation
- community rec. center investment – currently downtrodden facilities
- best example... Alford Center in Waterville.
- community center doesn’t have to be a specific structure or place.
- consolidate the sprawl... Old Port vs. Bangor
- revitalization of the downtown areas rather than big box
- get entrepreneurs together... consolidate efforts (bar, book store, coffee shop)
- bicycle friendly towns.
- using space that’s there, keeping one specific thing open if it isn’t feasible to keep all things open.
- why is community calendar limited to bingo, bbq,? How do you change?
- employ UMaine grads in nutrition and kinesiology
- keeping grads in Maine, (Bear Tracks alum network)
- eliminate town curfew

Recommendations:

- 3C.3.1 (s) – free weekend without fishing license (more than one a year)
- 3C.3.2 (l) – city development... encourage strategic planning... entrepreneurs in the same area and in the same are together.
- 3C.3.3 (s) – summit of small business leaders
- 3C.3.4 (l) - Community online bulletin boards & message boards in town halls
- 3C.3.5 (s) – give people a specific place to go, and be there together.
- 3C.3.6 (l) – low income housing away from center of town
- 3C.3.7 (s) – incentives for strategic planning and development
- 3C.3.8 (r) – invest in a central hubs for community recreation.
- 3C.3.9 (l) – promoting the arts and music+
- 3C.3.10 (l) – create positive environment / activities for young adults (eliminate curfews)
- 3C.3.11 (s) – encourage or mandate alumni relations... career shadowing, career planning with emphasis on jobs in ME/ staying in Maine
- 3C.3.12 (s) – encourage or mandate service learning (incorporate into curriculum)
- 3C.3.13 (l) – bike paths, bike paths, bike paths. (and rollerblades too)
maybe with lights so you can use them in the winter after dark (skiing)

Diversity (Round 3, Table D)

Discussion Notes

- How do we start a dialogue about newcomers without isolating natives?
- Public service announcements – 1 per month? Statewide initiative to encourage more... who are Mainers/What is the face of Maine
- More diverse than people think?
- Diversity 101
- Why is it important?
- Want more diverse experiences, choices, restaurants, etc
- Maine hasn't known its own diversity – needs to know itself (French, African, minorities)
- Need to teach about the diversity that exists; get comfortable with selves to welcome others; can't welcome someone if you want to hide
- We want to promote diversity, not we have to have it for funds
- Support incoming populations
- Different face in political roles (not just white men); something to strive for
- Look at other states who've done a good job with this (ex/Minnesota)
- Learn about culture through curriculum; ex/French classes and culture
- Pains and embarrasses youth when others don't accept diversity; ex/ Somalis in Lewiston
- Need to recognize the resources that diversity provides not just "how do we solve this PROBLEM"
- How are incoming populations educated about the climate and state; to welcome them... in workforce, healthcare education system
- Need state office of diversity or newcomers (like nearly all other states); policies that trickle through organizations
- Govt and law enforcement
- Get past "us" and "them"... white also has many colors
- Statewide day in schools to recognize diversity; not just the ME that their parents lived in; shifting the model; get the education going; talk about "the new ME", "the new face of ME"
- Resources need to become more well known – cultural directory of ME;
- Need a strong network of these people; state needs to send out information
- How to use immigrants/diversity as resources for people here to learn; break down barriers in this way; Teachers feel more enriched in this process also; use the population who is already here
- Underfunded offices that support diversity
- EOE posted on website, but not much really being done; on USM website looks the most diverse place ever but it isn't really
- Racism needs to improve; can be passed from racist teachers to students
- Can't afford diverse profs
- Tribes in ME need to be dealt with (4 sovereign nations); long agenda that has never really been addressed
- Bring minorities together; collaborative effort – tribes with immigrants and international students
- Sexual orientation;
- female vs male pay scale differences
- Take sex discrimination to state; needs to push it through; comes back to education

- Popular media used to help this issue; public radio, etc.; welcome everyone – youth need to be involved
- Younger is more accepting of diversity; educating of older generations
- how to keep it integrated; not just neighborhoods though they can be good and have a cultural center
- Class diversity
- Attitude against people “from away”
- “ME the way life is” vs. “the way life should be”; ME is changing; maybe this shouldn’t be the motto anymore?

Recommendations

- 3D.3.1 Education for young and old (S)
- 3D.3.2 Cultural center creation and state support for these (S)
- 3D.3.3 Use the university system; support international students and also a deeper self-knowledge; ability of people in state to have greater self-knowledge
- 3D.3.4 Diversity training/workshop/module. “Tolerating Diversity” is not necessarily respecting it
- 3D.3.5 Use Business for Social responsibility; Educators for Social responsibility
- 3D.3.6 Need to get sexual discrimination back on the ballot; keeps people from moving here; can also come through bill or court case
- 3D.3.7 Contact your state reps on sexual discrimination and sexuality issues and on other issues
- 3D.3.8 Reread policies to see if diverse words are in there (ex/diversity, homosexual, etc); if words are in there, needs to be addressed
- 3D.3.9 Spread the word about services that we already have
- 3D.3.10 Increased funding for cultural competence training and services (S,L)
- 3D.3.11 State office for diversity/newcomers needs to be created.
- 3D.3.12 EMBRACE DIVERSITY. Celebrate our own Cultural diversity
- 3D.3.13 Behavior and Development Services—diversity web links
- 3D.3.14 Make resources like BDS more well-known—PSA’s, web links
- 3D.3.15 Diversity in faculty at universities, workplaces, politics; represent the population
- 3D.3.16 Speakers office – businesses and schools can ask for speakers to come and enlighten them; speak on many and separate issues which lead to noticing similarities; join these resources together
- 3D.3.17 Look at other state models; send people there; talk to people; bring those people here
- 3D.3.18 Restating school, hospital policies; hold up diversity; get it on the government website!
- 3D.3.19 Offer loans and extensions to businesses
- 3D.3.20 Acceptance/education of difference for those who live here and those coming into the state
- 3D.3.21 Foster support for new communities (look at other states like Minnesota)—different faces in government/ leadership roles. State/city should support hiring new faces

Sustainability (Round 3, Table E)

Discussion Notes

- 1) Food
 - a. minimizing importation/exportation
 - b. utilize local foods in schools
- 2) Local, sustainable energy production
 - a. efficiency in energy use
 - b. efficiency in transporting materials
 - c. reducing energy consumption
 - d. increase renewable energy use
- 3) Smaller, more local schools
- 4) Waste: Better, more efficient recycling and disposal programs
 - a. mandatory recycling / disposal bans
 - b. incentives for businesses and communities to participate
 - c. disposal regulations on hazardous waste
 - d. reductions of toxic chemicals
 - e. composting of human waste
- 5) Sustainable communities
- 6) Self-reliance
- 7) Composting
- 8) Increasing public transportation

Recommendations

3E.3.1 Food

- a. Incentives for all Maine schools and governmental organizations to utilize Maine food products wherever possible (to stimulate local agriculture/business and empower communities to participate in food production).
- b. Tariff on out of state food products that are available in the state of Maine.
- c. Tax right offs for participating in community supported agriculture.
- d. Community gardens in the schools.
- e. Community gardens in penitentiaries and prisons.
- f. More stringent regulations on the use of pesticides (especially aerial spraying).
- g. Public education to address where food comes from.

3E.3.2. Energy

- h. Maine should adopt California emissions standards for vehicles, 4-wheelers, snowmobiles, and lawnmowers.
- i. Maine should close all loopholes that allow individuals to earn tax breaks on the purchase of inefficient vehicles not specifically related to their occupation.
- j. Provide a tax incentive for consumers to purchase efficient vehicles.
- k. Provide tax incentives for renewable energy.
- l. The state should provide continued leadership and initiatives for energy efficiency, including the promotion of energy efficient vehicles, upgrading the insulation of homes, updating appliances to more energy efficient models, public education on environmental awareness, etc..

3E.3.3. Waste

- m. Ban waste importation and exportation.
- n. Outlaw commercial landfills effectively.

- o. Require all individuals and businesses to pay for the waste they generate (price per bag of trash).
 - p. State-wide recycling program.
 - q. Fines for the disposal of recyclable/returnable goods. (State-wide penalty)
 - r. Make corporations accountable for excess packaging.
 - s. On-site composting
 - t. Maine should update and revise all legislation pertaining to the management of solid waste.
- 3E.3.4. Building
- u. The State should provide grants and incentives for “green” building designs and renovations.
- 3E.3.5. Legislation
- v. Maine should enact environmental justice laws.

Community (Round 3, Table “F”)

Discussion Notes and Suggestions

- strengthen existing resources to facilitate community involvement
- community learning centers
 - o reinvigorate schools as centers for community (facilities, childcare, public space)
 - o must have REAL involvement by youth in planning, etc
- provide professional development opportunities for public school administrators and teachers
 - o concentrating on incorporating service learning into Maine Learning Results
- conference participants directly involved in planning, follow-up and facilitation (*meaningfully* facilitating and implementing youth [under 35] voices)
- broaden opportunities and understanding of leadership, incorporate ALTERNATIVE definitions and diverse experience
 - o make resources available for “free press” idea – eg Mt Holyoke, MA \$\$ available for young people to organize alternative media (youth-controlled, youth-initiated)
- workshops around state to address “age-ism” (re: Youth on boards, youth in leadership positions) prepare ADULTS to work respectfully with young people
- more funding to promote/explore youth-led initiatives
- create youth directory with youth-led organizations, resources for young people or, identify what is and build on it

“community” means geographic and identity based.

public sources/places of information (community bulletin boards in appropriate places – shopping centers, post offices, etc)

Confirm momentum of REALIZE!™ Maine – youth leadership marketing, etc.